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ABSTRACT

This guide for beginning teachers provides assistance in the following areas: (1) "Physical Environment and Materials" (e.g., room arrangement and bulletin boards); (2) "Setting Expectations" (e.g., rules and consequences and early parent communication); (3) "First Days of School" (e.g., activities and teacher daily reflection log); (4) "Establishing a Positive Environment" (e.g., building community and building self-esteem); (5) "Parent Communication" (e.g., parent-teacher night and positive versus negative language); (6) "Evaluating" (evaluating students and evaluating teachers); (7) "Quick Teaching Tips" (e.g., time saving tips and homework tips); (8) "Employee Information" (school roster and union information); (9) "Resources" (teachers' stores, Oakland Schools, and Internet resources); and (10) "Appendix" (e.g., sample first day letter to parents, sponge activities, sample lesson plans, conference letter samples, substitute information, secondary student information sheet, informal cooperative learning, tips for involving parents, and legal information). (SM)

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ED 470 242

**OaklandSchools**

# New Teacher's Manual

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These materials were developed under a grant awarded by the Michigan State Board of Education. Without their financial support and trust, *The New Teacher's Manual* would be just an idea, rather than the reality you see here.

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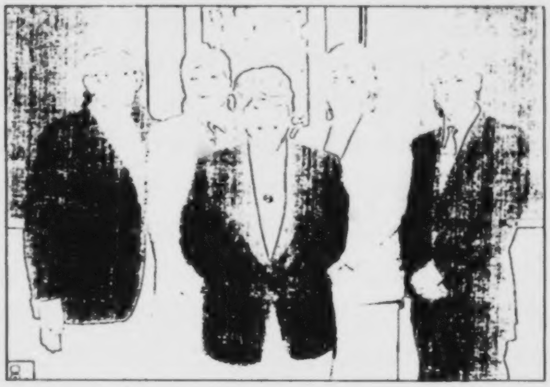

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This opportunity to touch other human beings in profound and long lasting ways makes teaching a wondrous profession.

Without the resources, support and talents of Oakland Schools this project would never have come to completion.

Special thanks go to:

Dr. C. Danford Austin, *Assistant Superintendent*

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# Oakland Schools Superintendent

January 1998

Dear Educator:

As educators we truly touch tomorrow. The opportunity to make a difference in the lives of children is a wonderful challenge and experience. The enthusiasm of being a new teacher is a special feeling and this unique experience becomes a lifelong memory. As you continue to develop your professional career, you are an excellent model of lifelong learning.

*The opportunity to make a difference in the lives of children is a wonderful challenge and experience.*

*Dr. James Redmond*

Oakland Schools is pleased and privileged to help you move gradually toward your full potential through the series of seminars offered for first-year teachers. This publication is another product of the joint efforts of Oakland Schools, the Michigan Department of Education, and teachers from Oakland County.

We will continue to make available the best possible programs and services designed to assist you to reach the level of achievement of those teachers who have touched your life.

Sincerely,

James Redmond, Ph.D.
Superintendent

# From the Authors

September, 1989

From the Authors

Don't read this book... unless you'd like to know more about what experienced teachers have to say to you. This Manual has been prepared especially for new teachers by a group of concerned Oakland County classroom teachers. We see a need for a way to provide some immediate assistance to the newest members of our profession. Many other professions have a formal internship wherein successful practitioners share their expertise with newcomers. Our lack of such sharing creates a void that we hope this Manual will fill. We also encourage you to seek the expertise of another teacher who might function as your mentor, whether that be a formal program or an informal relationship.

Recognize that the ideas presented here are to be a beginning and are generic in nature. Master teachers pride themselves on their ability to take an idea and bend, stretch, or twist it to fit into their own teaching situation. As you begin to read through some of the information, keep in mind that not all ideas are applicable at all levels. Some work best with elementary students, some best with secondary students, and some work with students of all ages. Pick and choose the ones that seem to fit you and your situation best.

Becoming a teacher is a process. We see this Manual as a beginning, just as your first year of teaching is a beginning for you. Putting the manual into a notebook will allow you to add ideas from time to time. We hope this manual will become a valuable and growing resource for you. It is intended to be a working document. Write in it, add to it, place some of your best ideas in it for safe-keeping and ready access.

January 1998

From Gwen Hairabedian

This new edition of The New Teacher's Manual has been updated with new information and a new look. We hope you will make this manual your own, and insert your own pages into the binder. And, if you have a great idea that you want to share with new teachers in future editions of this manual, please send it to:

Gwen Hairabedian
Oakland Schools
2100 Pontiac Lake Road
Waterford, MI 48328

# Physical Environment and Materials

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# Materials and Supplies

One thing you will need to do is plan how you will organize the space in your classroom. Thinking about how and when materials will be needed, as well as who will be using them, will help you with your plans.

## Teacher Materials

The materials you will need for your own use may include teacher manuals for all the textbooks you will use, a grade book and a lesson plan book. Also, you may need pens, pencils, tape, scissors, stapler, paper clips and chalk. Some teachers like to have a timer or bell to use as a signal for student activities. A simple tool kit (hammer, screwdriver, pliers) can come in handy for many things. Many of these items can be stored in your desk. Find out from a mentor teacher what you will need to furnish yourself with and what the school will provide for your classroom use. Try to get into your classroom as soon as possible to help in determining what you will need to do prior to the first day of school.

*Planning ahead can help you prepare your classroom for the orderly storage of the many materials you and your students will be needing.*

## Textbooks

Once you have identified the books your student will be using, you will need to locate a book for each student. Knowing whether or not students will keep these books in their desks will determine the need for storage or distribution of the books. Having a bookcase readily accessible for students to store shared text or reference books will make the use of those books easier. You may want to ask your mentor teacher where to sign out textbooks or other books.

## Other Classroom Materials

Supplies that your students will need may include pencils, paper, rulers, glue, erasers, crayons and scissors. While many students prefer to have their own materials, you should plan on providing those materials in sufficient quantities for all students. Other materials that may be used on a frequent basis include markers, paper towels, art paper, tape, staplers and scrap paper. Tissues and band-aids are frequently needed. The supplies that students will be allowed to use should be stored in an area that is accessible to them. Other supplies can be stored in a cupboard or drawer until needed. Many parents appreciate knowing what materials their child will be needing. A list included in a first day letter to parents can accomplish this. (See Appendix for examples of first day letters to parents.)

## Storage of Materials

Planning ahead can help you prepare your classroom for the orderly storage of the many materials you and your students will be needing. As you look around your classroom, think about where students will store coats, boots, gym shoes and lunch boxes. Where will they turn in their completed work? Are there games, learning centers or project areas that need to be established? Think ahead to the types of equipment you will have or need. Check the computer, printer, phone, tape recorder, CPU, overhead projector or pencil sharpener to see that they are working properly. An extension cord of your own might save you some searching time later. Some materials will be used so infrequently (holiday or bulletin board materials) that you may want to use storage boxes that can be placed on top of file or wardrobe cabinets until needed.

# Room Arrangements

## Keys to Good Room Arrangements

High traffic areas should be free of congestion.

- Pencil sharpener
- Trash cans
- Supply areas
- Teacher's desk
- Learning centers
- Computers

Students should always be visible to the teacher.

Frequently used materials need to be readily accessible.

- Maps
- Projection screen, outlets
- Flag
- Books
- File cabinets
- Software
- Every day supplies, (paper, paste)

Students need a designated area for personal belongings (hats, coats, shoes, lunches, etc.)

## Tips for Arranging Furniture

Consider placing student desks in rows facing the major instructional areas at the beginning of the year to minimize distractions. As you begin to know your students, you may want to change the environment to facilitate better learning.

Keep in mind possible distractions such as:

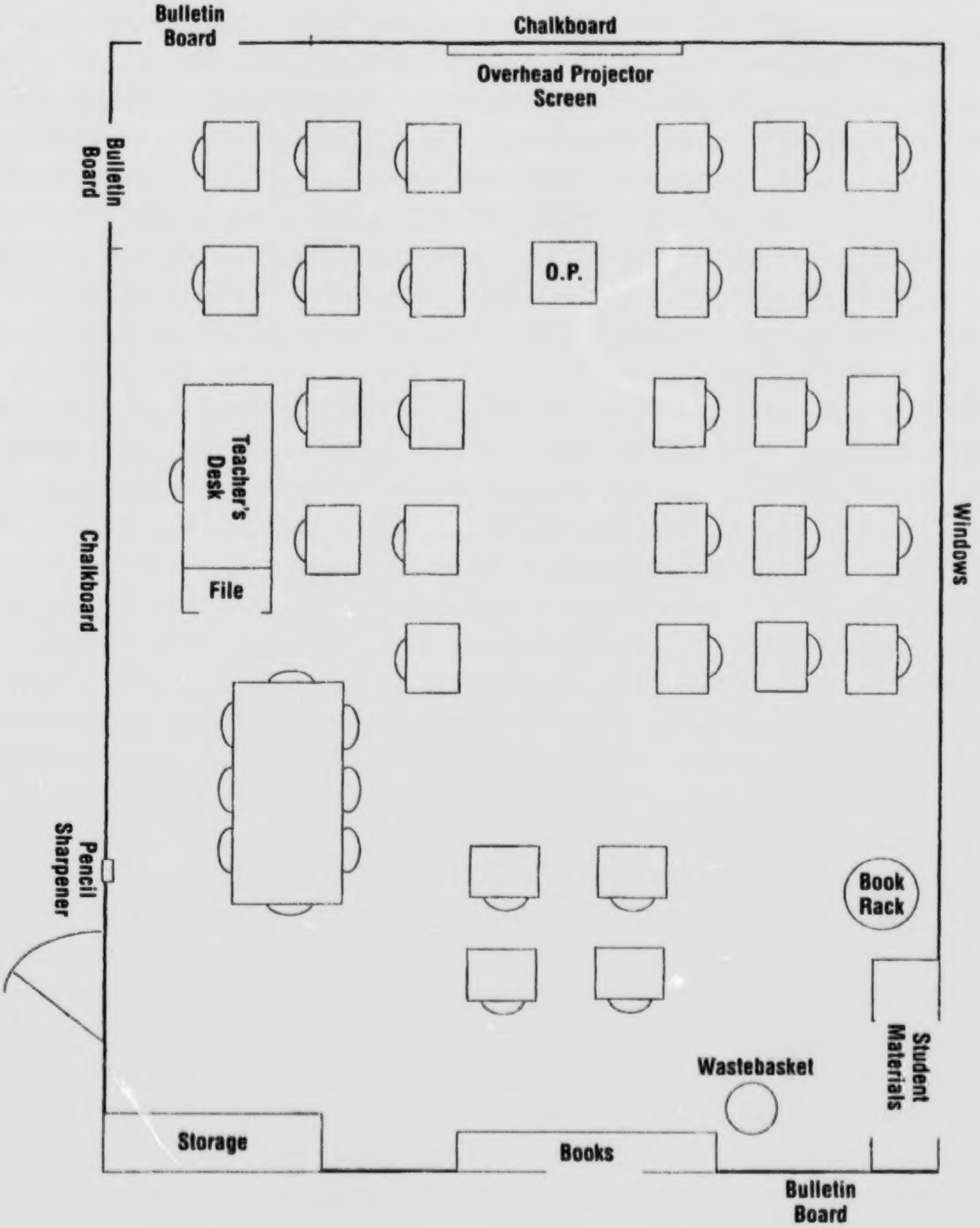
- Windows and doors
- Animals and other interesting displays
- Small group work areas

Note where electrical outlets are located before you place equipment.

Possible room arrangements are found on the following pages. After the first few days or weeks of school you may find you need adjustments for crowd control or better movement. You might want to reassess the room arrangement then.

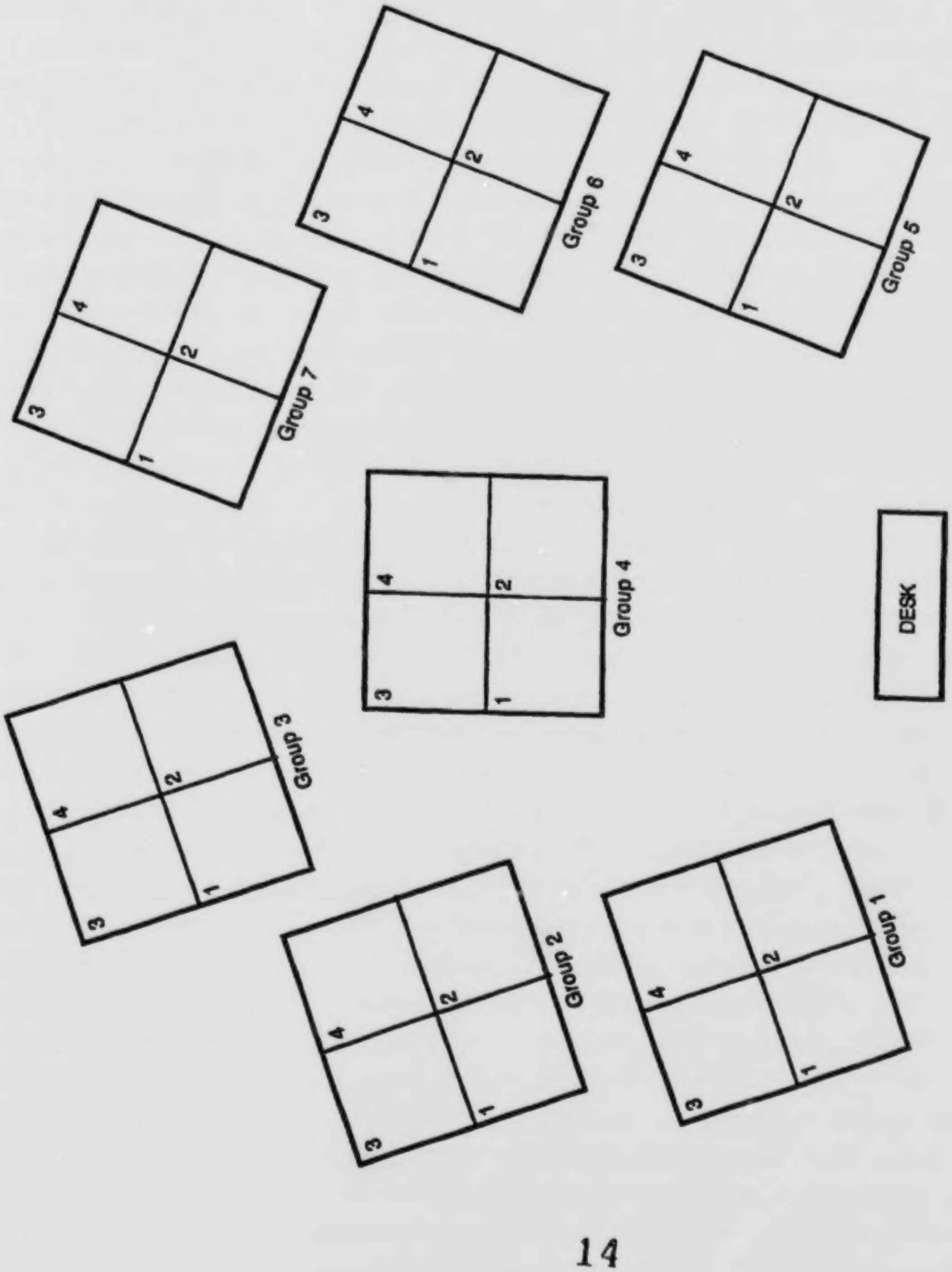
# Room Arrangements

## Sample 1


Bulletin Board
Chalkboard
Overhead Projector Screen
Bulletin Board
O.P.
Teacher's Desk
File
Chalkboard
Windows
Pencil Sharpener
Book Rack
Student Materials
Wastebasket
Storage
Books
Bulletin Board

# Room Arrangements

## Sample 2


Group 1
Group 2
Group 3
Group 4
Group 5
Group 6
Group 7
DESK
1
2
3
4

# Bulletin Boards

## Helpful Hints

If possible, have board/displays completed before school starts; or

If you are doing student-initiated boards, have ideas ready.

Background for bulletin boards may be done with neutral colors, fade-less paper, fabric, wallpaper...

Take a picture of your bulletin boards for future reference.

Try to use re-usable or laminated letters which can be made at the Oakland Schools Media Production Room or purchased at teacher stores.

If you need ideas, ask to look at some other rooms around your school.

Display shelves or boxes work just as well as boards.

Bulletin board ideas

- Guess who? Baby pictures
- Safety
- Things done over the summer
- Fall
- Information board
- Alphabet
- Birthday board
- Number line
- Welcome
- Student name board
- Calendar
- Colors
- Student of the week and/or teacher of the week
- Reading board (book covers)
- Weekly schedules
- Famous people
- Assignment board
- Rules
- Student-created bulletin boards by project or theme
- Student work display

# Building Information

## Building Information Checklist

Here are some things to think about before the school year to help you organize your first days. Use the extra space to write your notes.

1. Do you have keys to your classroom or other rooms you may need access to?

2. Do you have the necessary furniture for your room?

3. What are the "school rules" and policies you will need to present to students?

4. Are aides available and, if so, on what schedule?

5. What are the procedures for obtaining classroom books and for checking them out to the students?

6. What expendable supplies are available, and what are the procedures for obtaining them?

7. What audio-visual materials and equipment are available, and what are the procedures for obtaining them?

8. Are you able to operate the computers and other technology in your room effectively?

9. What is the required paperwork for the first day of school, everyday attendance, and the lunch program?

10. What is the procedure for the arrival of students on the first day of school; for every day after that? (See #13 and #18)

11. What is your class roster? Do you have any special education or resource students? Do they, or any other students, leave your room during the day? If so, what are their schedules?

12. What time will your class have music, recess, P.E., lunch, or library? Or what is our procedure for using them?

# Building Information

13. Are there any special events or assemblies you need to be aware of the first week of school?

14. How do students leave at the end of the day? Do you have any bus riders and do they leave early?

15. What are your school's policies about rules and consequences, suspension, and keeping students after school for either make-up work or detention? Do parents need to be notified?

16. What duplication materials are available and what are the procedures?

17. How do you get assistance from the office for emergencies, illness or discipline problems?

18. Do you have a mentor or "buddy" teacher whom you could call in case of an emergency?

19. What are the procedures for early dismissal and late arrivals?

20. When is the principal available, and about what should he/she be consulted?

21. When is the school nurse available and what are appropriate reasons for making a referral?

22. Is a counselor available and what types of referrals does he/she want?

23. What resources are available in the district for help in diagnosing or working with students with severe learning or behavior problems?

24. What janitorial services are available for your room and what should you do if they are inadequate?

# Building Information

25. Are you familiar with the parts of the building to which you may send students (library, restroom, etc.) and do you know the procedures to follow?

______________________________

______________________________

26. Have you prepared a handout for students or a bulletin board display of rules, major class procedures, and course requirements?

______________________________

______________________________

27. Do you know the bell schedule?

______________________________

______________________________

28. Are your lesson plans for the first few days of school ready for each class?

______________________________

______________________________

29. Have you prepared extension activities to use if needed? (See Appendix for Sponge Activities.)

______________________________

______________________________

30. Do you know if any of your students have some handicapping condition that should be accommodated in your room arrangement or instruction?

______________________________

______________________________

31. Do you have a district and school calendar?

______________________________

______________________________

32. Where are student files kept and what are procedures to access them?

______________________________

______________________________

33. Who is my mentor and what is his/her name and phone number?

______________________________

______________________________

34. Is there a homework hotline number I need to keep current?

______________________________

______________________________

35. What Internet resources about the school/district are available to students and parents?

______________________________

______________________________

36. Is there a Tech use policy for students and/or staff?

______________________________

______________________________

# Setting Expectations

Goals for the First Days .............. 2.1
Rules and Consequences ............. 2.2
Procedures Checklist ................ 2.3
Early Parent Communication ......... 2.4

# Goals For The First Days

When establishing your classroom expectations, it's important for you to remember that the goal is to help students become more responsible. The intent for administering rules and procedures is to help students learn appropriate and productive life skills within a comfortable environment. Also, keep in mind that your responsibility goes beyond content information. Teaching and developing student behavior is a critical part of your job as a teacher.

The activities of the first days of school (examples listed below) should lead to some specific goals. These goals might fit into four categories:

- The teacher getting to know the students
- The students getting to know the teacher and each other
- Teacher maintaining classroom organization and management
- Teachers and students becoming aware of your school policy, procedure, and culture

## Teacher getting to know students

- Providing administrative, review and diagnostic activities, both formal (testing) and informal
- Maintaining a whole–group focus in instruction and review
- Monitoring student activities, both academic and social
- Actively engaging all students in learning activities

## Students getting to know teacher and each other

- Students introduce themselves to each other
- Teacher greets students, demonstrates personal interest
- Designs activities to make students feel unique and successful. Keeps activities simple but meaningful. Initiates hands–on activities that result in a product or a sense of productivity are beneficial
- Establish an accepting climate
- Leads student self-assessment activities

## Classroom organization and management

- Acquaint students with room and materials they will use (supplies, texts, building)
- Teach appropriate behavior, rules, procedures, consequences, attention signal
- Explain homework
- Demonstrate that teacher is well-prepared and purposeful
- Provide an overview of curriculum to be studied
- Preview curriculum as motivational device
- Become aware of your school policy, procedure, and culture

# Rules and Consequences

Give thought to establishing rules, consequences and procedures. Some teachers find it desirable to have the students participate in the making of classroom rules - this gives students a sense of ownership. Make sure your rules are consistent with school policy.

## Tips for rules

1. Limit yourself to 3–6 rules.
2. State rules in positive terms whenever possible.
3. Keep rules short, precise and succinct to focus on specific behavior.
4. Post rules and send copies home.
5. Teach the rules; possibly use role play and/or quiz.
6. Enforce rules so as to preserve student dignity.
7. Let students make their own rules to show ownership of the classroom.

## Sample rules

1. Students will walk while in the classroom or halls.
2. Students will not talk when teacher or others are talking.
3. Students will bring all needed materials to class.
4. Students will raise their hands for permission to speak.

## Tips for consequences

1. Be clear and specific
2. Have a range of alternatives
3. Don't make consequences a punishment
4. Relate consequences to the rule
5. Make consequences natural or logical
6. Follow through and be consistent

## Suggested consequences for above sample rules

1. Students need to go back and retrace their steps by walking.
2. Students will describe the appropriate behavior.
3. Students will not receive rewards as do students who come to class prepared.
4. Teacher will not respond to student who has not raised his/her hand.

# Procedures Checklist

It is important to plan for routines and procedures that happen daily or frequently in the classroom. These procedures should not only be explained, but taught just like any content material (See Section 10, pp. 10.15 for Sample Lesson Plans). Establish your procedures early and be firm with your expectations. It is easier to let up than to be more strict later in the year. You might also like to use the following Procedure Checklist to help determine procedures in your classroom.

## What is my procedure?

☐ Roll call, absentees, students who leave early

☐ Tardy students

☐ Behavior during PA announcements

☐ Distributing supplies and materials

☐ Student movement within the room

☐ Headings for papers

☐ Degree of student talk during seat work

☐ What students do when they are finished

☐ Kinds of passes: hall, bathroom, library, counselor, etc.

☐ Putting away supplies and equipment

☐ Dismissing the class

☐ Cues or signals for getting student attention

☐ Make-up work

☐ Fountain, sink, bathroom, pencil sharpener

☐ Lining up procedures

☐ Playground

☐ Fire and disaster drills

☐ Lunch procedures

☐ Hall movement

☐ What to do when there is an interruption

# Early Parent Communication

Establishing expectations includes communicating and building rapport with parents. This could be the first assignment of the year. A good time to start this is with a note home on the first day. This letter may include:

- Introduction
- Preferred supplies
- Ways to contact me when necessary
- Upcoming events

(See Section 10, pp. 10.1 for sample letters. These letters are more applicable for elementary school parents. Secondary teachers may wish to consider a similar idea for use with the first open house or parent meeting. Check with your administrators to see what procedure is followed at your school.)

# First Days of School

Activities ........................ 3.1
Assessing the First Days .............. 3.2
Teacher's Daily Reflection Log ......... 3.3

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# Activities

If you have followed the suggestions given for planning the first few days, you should now be ready to plan for activities that will help students to feel successful. Initial lessons and seat work should be kept simple and require only easy directions (See Section 10, pp. 10.32 for First Days sample lesson plans). This will help students to learn routines and procedures with less effort and frustration.

What you are able to accomplish may depend on interruptions and your accuracy in pacing students' work time. You may want to over–plan for the first days' activities.

*Initial lessons and activities should be kept simple.*

## Typical activities

GREETING STUDENTS
- Meet students at the door with a smile
- Teacher's name and class name on blackboard
- Have name tags available, perhaps on desks
- Provide appropriate activities

INTRODUCTIONS
- Verbally, or by letter form, teacher introduces him/herself
- Students introduce themselves
    1. Introducing him/herself, student can answer teacher's letter
    2. Students interview each other and introduce each other to the class
    3. Use an icebreaker activity (See Section 10, pp. 10.6 for Sponge Activities).

FAMILIARIZE YOURSELF WITH CLASSROOM AND OTHER HIGH USAGE AREAS
- Coat rooms/coat hooks/lockers
- Lunch room
- Pencil sharpeners
- Frequently used supplies
- Lavatory/hall passes
- Center activities
- Containers for homework
- Fire/tornado drill directions (poster)
- Media Center

PRESENTATION OF RULES, PROCEDURES AND CONSEQUENCES
- Teach
- Model
- Practice
- Monitor behavior (See previous material in Section 2).

CONTENT ACTIVITIES
- Choose activities that students can be successful at in content areas
    - Initially, focus on whole group instruction
    - Plan back-up material for those students who complete assignments quickly

ACTIVITIES
- Good books to read aloud/silently
- Simple games, i.e. flash cards, Bingo, Hangman, 7 Up, puzzles
- Brain teasers
- Homework
- Extra credit
- See Section 10, pp. 10.6 for Sponge Activities.

ADMINISTRATIVE ACTIVITIES
- Attendance
- Lunch
- Dismissal
- Special classes
- Announcements/handouts/flyers
- Letter to parents
- Distribution of supplies

# Assessing the First Days

## Helping students assess themselves

It is important to take time at the end of each day to direct students to reflect on the day's events. Asking a simple question such as, "tell me one thing we learned today" (or "tell me one thing we learned in reading, math, etc. today"), can help students to focus on specific activities. After a brief discussion of the day, the students can be led into a personal assessment by answering a series of questions. Asking what students liked, didn't like and want to do tomorrow can help students formulate their own personal evaluation of the day. Another way of having students look at the day with a critical eye, especially with older students, is to use a "PMI." PMI is asking students what was a positive about the class, a minus, and/or something that was interesting about the day. Primary students can draw responses and older students can write on paper or in a journal. Students can share in small groups, with the whole group, or take it home and share with parents. By including these activities in your day, you have increased the students' awareness of what and how much they are learning. Also, you have increased school/home communication by having students focus daily on the academic successes they are experiencing and, in turn, sharing those with their parents.

*You can increase students' awareness of what and how much they are learning*

Assessing yourself is critical to your success whether you are a first year teacher or a teacher of twenty or more years. It is during this time where you can really grow as a teacher. Try keeping a daily journal and record things that worked, did not work, and suggestions for improvement for the following day, week, or year.

# Teacher's Daily Reflection Log

A good way to begin monitoring your own progress as a teacher is to spend 5–10 minutes at the end of each day to reflect on the day's events. It is critical for you to monitor your progress as you begin, but it will be even more helpful as the year progresses. This reflective practice will help you to:

1. Problem solve
2. Plan
3. Monitor and adjust
4. Make appropriate choices
5. Recognize problems to enhance the learning environment

Here is a list of topics to reflect on. Focus on one or two topics each day to write on, answering these questions.

1. What worked well and why did it work?
2. What needs fine tuning?
3. What do I need to do to enhance this area or whom do I need to see?

## Topics

- Discipline
- Management
- Rules and procedures
- Room arrangement
- Daily flow
- Time on task
- Student interest level
- Students developing responsibility

## Sample Daily Log

Room Arrangement, September 3:

1. What went well and why did it work?
   The high traffic areas seemed to work well today. Children had plenty of room to hang coats, sharpen pencils and wash hands.

   The hamster cage is in an area that easily distracted several children. It needs to be moved. Perhaps, I'll move it to the back of the room so as not to be so easily distractive.

# Teacher's Daily Reflection Log (cont.)

Choose one or two topics each day and spend 5–10 minutes recording your reflection. Make additional copies of log as needed. See sample log on previous page.

Class ______________________________

Date ______________________________

1. What went well and why did it work?

2. What needs fine tuning?

3. What do I need to do to enhance this area or who do I need to see?

# Establishing a Positive Environment

A harmonious classroom is developed through a teacher's awareness of how to create a positive learning environment with emphasis on building a student's self–esteem. Through intentional specific teacher behaviors and strategies, you will make the difference in how your classroom "feels" to you and your students. As you read the following sections on self–esteem and discipline, bear in mind that it is your behavior and your reaction to student behavior that will ultimately determine the climate of your classroom.

*You will make the difference in how your classroom "feels."*

Building Community . . . . . . . . . . . . . . . . 4.1

Building Student Self-Esteem . . . . . . . . . . 4.2

Discipline Principles . . . . . . . . . . . . . . . . . 4.4

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# Building Community

A community is a safe place for risk–taking: it's the culture of a classroom; it's a place that encourages and supports student opinions and thoughts; it's a place where all are respected. Community is something which must be built, for it rarely happens automatically. The following is a list of ideas which others have used to help build community in their classrooms.

## Show and tell

Each person has the opportunity to bring something significant with a story attached to it. It can be anything, including what is math or science related. After sharing with the class, the student writes about it, trying to capture the essence of the story. This has been successful with kindergarten through post-graduate work people.

## Walking journal

Create a journal that a different student takes home for several days, reads previous journal entries and adds something. They may respond to something previously discussed or they may share something new.

## Class meetings

Hold regular class meetings to talk about upcoming events, school policy, or predetermined topics.

## Community service

Do a community service as a class. See the Section 10, page 10.5 for "Initiating Service Learning."

# Building Student Self-Esteem

Self–esteem is how people feel about themselves. It's their perception of self–worth. If students have positive self–esteem, they feel good about themselves. If students have negative self–esteem, they will not value themselves and will be presented to others as negative. Ultimately, the results of self–esteem show up everywhere.

Since there is a correlation between academic achievement and self–esteem, you become a facilitator of self–esteem and can make a difference. You can promote a feeling within a student of being loveable and capable. As the teacher, you can create a safe and accepting environment where the student feels free to grow and change. As you begin to shape a student's self–esteem, you also begin to nurture your own.

## Tips for fostering self—esteem

- Be non–judgmental—accept students as they are.
- Validate feelings.
- See uniqueness.
- Encourage positively—say "You can succeed."
- Reaffirm a student's existence—a smile, a compliment or a nod.
- Respect others' feelings.
- Provide undivided recognition.
- Provide a safe classroom—minimize risk.
- Foster openness and honesty.
- Participate in, as well as facilitating—share feelings.
- Keep boundaries that allow give and take.
- Emphasize what each student knows.
- Use humor, but not at the expense of students.
- Give students choices.
- Teach self—awareness.
- Acknowledge positive qualities.
- Use "I" messages— "Heather, I hear exciting events in your story." Teach students to use "I" messages when solving conflict.
- Separate the action from the person.
- Demonstrate appropriate ways of releasing anger.
- Listen reflectively and genuinely.
- Give support for growth and change.
- Develop skills to help the students feel better about themselves.
- Use praise where appropriate, but remember contrived praise is not genuine and could lead to mistrust.
- Admit when you are wrong.

## Praise

All students do not react to praise the same way. Your objective in using praise is to get students to develop an internal locus of control to improve behavior and academic achievement. Suggested uses of praise:

- Give praise for desired behavior, and define the behavior. "Thank you for picking up the paper. You really helped the class save time."
- Vary your praise and be creative. Don't use trite words or phrases such as: "great," "fine" and "wonderful."
- At times, give praise privately to avoid competition, embarrassment or "teacher's pet" syndrome.
- Praise needs to be genuine and matched by your body language.
- Draw the student's attention to his/her effort and ability. "You sure learned those ten addition facts quickly. You must have spent a lot of time practicing."

# Building Student Self-Esteem (cont.)

- Be careful not to compare students to each other. "Gee, you have almost caught up to Ken."
- Avoid teacher pleasing phrases; use response language. Realize that a response group is a support network that provides thoughtful feedback using non-judgmental language. In order for this tool to be effective, there must be a trusted community in which risk-taking is encouraged and supported. Response language uses three basic phrases which can be modified: "I noticed...," "I heard you say...," "I wonder..."
- Don't minimize a student's success. "Your math assignment must have been easy. You finished so quickly."

# Discipline Principles

In order to develop a discipline program that will work for you and your students, there are some ideas that you need to examine. The bad news is that at some time or another, all kids misbehave. The good news is that all kids can behave. Further, you have the right and responsibility to discipline your students. It's important at the outset to clarify the difference between discipline and punishment. The purpose of discipline is to teach responsibility, train students in needed skills or correct an existing problem situation. The purpose of punishment, however, is to impose a penalty or seek revenge. The focus of discipline is on behavior and what behavior will occur in the future. The focus of punishment is the misbehaving student and what's occurred in the past. Discipline can, and should, be imposed with a positive attitude and concern for the student's dignity. Punishment generally is delivered as a negative response generated by anger or frustration. Maintaining a positive relationship with students that facilitates a good learning situation is an important consideration in how you use discipline with your students.

*The good news is that all students can behave.*

The following are some principles on which you might base your discipline plan. Consider them as you determine how to best work with your students.

- Dealing with student behavior is part of your job. Discipline should have as much energy and enthusiasm as content.
- Always treat students with dignity. This is the most important element in discipline. Treating kids with dignity works for you. Not using dignity can work against you.
- Responsibility is more important than obedience. Obedience is doing what we are told. Responsibility involves making the best decision. Sometimes being obedient is being responsible. Sometimes they conflict.
- Students must learn to accept responsibility. When a student tries to shift responsibility to others, guide him/her to accept it as his/her own. A student who says, "My parents forgot to sign my paper" should be encouraged to reword the sentence to "I forgot to get my paper signed."
- All interventions can stop misbehavior. More important is what happens later to:
  - motivation for learning
  - student's sense of responsibility
  - student dignity
  - student–teacher communication
  - discipline in a manner consistent with your own belief system.

## Guidelines for effective discipline

1. Monitor student behavior.
   - Use an "active eye." See what is going on. Don't become preoccupied with someone or something and ignore the rest of the class. It's said that one teacher on his/her feet is worth two in the seat. This benefits your discipline program as well as being an effective teaching strategy.
2. Be persistent and consistent.
   - Students must know what to expect and they need to hear those expectations many times before they become internalized. So be patient and repeat yourself often.
   - Enforce every consequence you give. If you tell a student there will be a consequence for some behavior, then follow through with the consequence. This is very, very important if you want students to respect you.
   - Never give a consequence you can't enforce. In other words, don't threaten a detention

# Discipline Principles (cont.)

if you know you won't be there to follow through on it.

3. Promptly manage inappropriate behavior.

Effective classroom managers know that misbehavior must be handled immediately or there is risk of snowballing. Instead of involving one or two students, soon there may be several. In order to provide maximum time for learning and to reduce minor behavior problems, there are some strategies that you can employ that deal with behavior in the least amount of time, with the least disruption and the least negative feelings.

- ***Eye Contact***
  Simply looking the student directly in the eye for prolonged contact while you continue your lesson sends a non-verbal message that says "I saw what you did and I want it stopped."
- ***Proximity***
  Continuing your lesson while you move about the room, pausing near "trouble spots," can let the students know that even though they are not near the teacher's desk, they are still expected to demonstrate appropriate behavior. Getting "boxed in" behind your desk or podium encourages misbehavior in the far corners of the room.
- ***Pause***
  The continuous sound of "teacher talk" can provide students with a noise screen for their own conversations. An occasional pause—just a few seconds of silence—can bring an off-task student back into focus.
- ***Touch/gesture***
  This can be added to the above strategies for emphasis. A shaking of your head helps to stress your message to the student.

*Hearing our name can be an attention-getter, even if we're not paying attention.*

- ***Asking for a response***
  Hearing our name can be an attention-getter, even if we're not paying attention. Working an off-task student's name into a question can often bring the student back into the lesson. Remembering the student's dignity, it would be appropriate to say the student's name first, in order to allow them to hear the question they'll be expected to answer. The purpose is to get the student back into the lesson, not to embarrass him/her.
- ***Praising appropriate behavior***
  With larger numbers of misbehaving students, addressing the whole group may be necessary. Rather than addressing the negative behavior, praising the students demonstrating appropriate behavior cues the misbehaving students and reinforces the other students.
- ***Active participation***
  Sometimes having the students respond to a question or become involved in an activity can eliminate the undesired behavior. Asking for a show of hands, having students perform a physical activity or having each student write a quick answer to a question can make all students accountable for an immediate response.
- ***Rewards and reinforcement***
  Rewarding students with an enjoyable activity that is contingent on appropriate behavior can be effective in motivating students to commit to the completion of a task. "If we can finish this chapter by 9:45, we'll have time to play the map game."
- ***Student Responsibility***
  Encourage students to become a responsible part of the whole by teaching them to quietly remind a talker to listen.

# Discipline Principles (cont.)

## Tips for effective discipline

- Give simple incentives for positive behaviors "The row that is quiet first goes to lunch first." Give, rather than take away.
- Create a warm friendly atmosphere—the optimum condition for learning. Firmness does not negate a warm, friendly atmosphere. A low, controlled voice is all the "ammo" you need for most classroom situations.
- Whatever you expect your class to be, you must be: on time, organized, prepared, cheerful, polite to all. Set a good, responsible example.
- Start fresh every day. What happened yesterday is finished. Act accordingly.
- Listen to what students are thinking and feeling. Students misbehave when they feel angry, fearful or bored. Teachers who can convey understanding are usually able to short-circuit the disruption.
- Provide instruction at levels that match the student's ability. Misbehavior often arises out of frustration if the work is too difficult, or out of boredom if the work has little value.
- Students misbehave when they feel angry, fearful or bored. Maslow's hierarchy of needs states that lower-level needs must be met before higher-order needs can be tended to.

*Enlisting the assistance of parents is an important strategy.*

## Severe discipline problems

Even though you may have planned your day to avoid down time, planned a stimulating, motivating lesson, taught the rules, consequences and procedures to your class, you will probably have a situation where misbehavior is severe. Consequences, whether for major or minor misbehavior, should be logical, natural and related to the rule. Now is the time to think about what your options are.

- Can you keep students after school?
- Is there a detention policy?
- What is the procedure for getting assistance from a counselor or principal?
- In what cases should the principal be involved in your discipline procedures?

Having this knowledge will make it possible for you to keep your sense of autonomy in handling any situation. Getting assistance from others is different from giving away your role in the discipline plan.

Enlisting the assistance of parents is an important strategy to employ. Your approach will have a lot to do with the level of cooperation you might receive. Very few parents object to a teacher approaching them with an idea that might help their child if the idea shows the teacher's commitment to the success of that student. Parents may react negatively when told, "Here's what your child did today!" Consider parents as part of the support for a mutually agreed-upon solution to discipline problems. The good news is that all students can behave.

# Parent Communication

Bringing parents and teachers together is a difficult job. A consistent joint effort on the part of the home and school is the key to the total development of the child and a means of strengthening the sense of community. The strong parent–teacher relationship is often overlooked. Through ongoing communication, parents and teachers begin working together and understanding each other's responsibilities and expectations.

*The strong parent-teacher relationship is often overlooked.*

Meet-the-Teacher Night .............. 5.1

Effective Communication ............. 5.2

Parent-Teacher Conference ........... 5.3

Positive vs. Negative Language ........ 5.5

# Meet-The-Teacher Night

The first formal introduction to parents will usually be in the form of some sort of "Meet the Teacher" activity. This may have different names, but usually is a time to introduce yourself and your curriculum.

## 1. All about parents

You will want to talk to colleagues to find out what parents expect from this session. You should also seek information regarding the demography of the parent population.

## 2. About you

Many parents will be coming to "check you out" as a first year teacher. Be prepared to instill confidence regarding your instructional abilities. Communicate about your relevant experiences (camp counselor, club sponsor, etc.). Let your enthusiasm show!

## 3. All about your classroom

You might consider discussing the following:

- Rules and operating procedures
- The subject(s)
- Goals of the curriculum
- Expectations for students
- Instructional materials

## 4. Your presentation

You will want to be well prepared for this session. Some of the following techniques may be helpful:

- Give handouts of curriculum, grading procedures, homework criteria, etc.
- Use overhead.
- Teach (or at least demonstrate) sample lesson.
- Outline what you are going to address (watch your timing to be sure you hit all relevant points).

## 5. Working together

This is a good opportunity for you to identify how home and school can work together:

- Inform parents of when, where and how you can be reached via phone, voice mail or e–mail.
- Discuss how parents can best support their child's learning out of school.
- Provide a volunteer sign–up sheet for parents to sign (if you plan to use parent volunteers). You could include "reading moms," etc.

## 6. Cautionary notes

- Don't let one parent monopolize the discussion or sidetrack you.
- Have a conference sign–up sheet available.
- Don't get caught in a student conference situation. This is not the intent of the session.
- Dress professionally.

# Effective Communication

Once you have opened the doors of communication with parents, you are on the road to developing a trusting relationship. There are several ongoing means of communication such as phone calls, newsletters (see Section 10, pp. 10.18 for Newsletter Tips), progress reports, notes, happy–grams, volunteering and conferences (informal and formal). Here are some general tips for fostering effective communication.

## How to communicate

1. Be professional in dealing with parents (avoid rumors and gossip).
2. Be assertive, yet flexible enough to take appropriate suggestions from others.
3. Be direct with parents; be clear in what you say. Think through, in advance, what you are going to say.
4. Be sure to listen to parents; show respect.
5. Be friendly.
6. Be positive with parents, even when discussing problems with their child. One way is to involve parents in the decision–making process.
7. Be sure to use plain English; don't use jargon a parent might not understand.
8. Be sure to have someone proofread any notes and/or newsletters going home.

*Communicate as often as needed or desired.*

## Frequency of communication

1. Communicate as often as needed or desired.
2. For documentation, keep a record/log of notes, calls and other communication to and from parents.
3. If you have any doubt about the communication you are going to send to a parent, discuss it first with a colleague or your principal.
4. Inform the principal, assistant principal and your mentor of any problems. This way they can be in a position to back you in case they receive an unexpected communication from a parent.

# Parent-Teacher Conferences

## Tips and suggestions for parent conferences

See Section 10, pages 10.20 for Conference Letter Samples, letters to be sent to parents before conferences.

- Make clear the four purposes of a conference:
    a. Information getting
    b. Information giving
    c. Joint problem-solving
    d. Developing mutual trust
- Let parents see first-hand how their children are doing. Come prepared with a computer print-out or grade book, reports, papers, a copy of the textbook, grading policy, course objectives, portfolios and anything else that might enhance parents understanding of their children's progress. Parents are impressed with teachers who are organized. Remember to protect student confidentiality when opening your grade book.
- Sit in an arrangement where you are not behind your desk.
- Establish a positive rapport by making your first statement about the student a positive one— even if you really have to dig for one.
- When you are scheduling conferences (elementary), first call those who need the conference the most so that they have the widest range of times to choose from. You want them to come!
- Don't assume the adult's relationship to the student is the natural parent (many step-parents and guardian situations occur).
- Try to get a realistic picture of the home situation before you make any suggestions. Often your perspective is changed when you understand what the student has gone through.
- Ask the parents for their perception of the student's strengths and weaknesses before offering yours. Thank them for their helpful insights and seek their input. Be positive!
- Do not compare the student with a sister, brother or friend. Do not refer to the whole class in a negative way. Do not offer outside services (resource people, tutoring) that you can't guarantee will be available. Do not forget what you promised to do— do it promptly.
- Don't let a parent berate you. If a parent becomes verbally abusive, simply say that you do not think that the objectives of the conference are being met and that you believe another time would prove to be more beneficial. The next conference should be in the office with an administrator and/or union representative.
- If parents are not able to come to conferences, you may want to have an alternate plan, i.e. phone conferences, folder of work and comments, or even e-mail.
- If English is the second language, have an interpreter on hand.
- Talk with your mentor about the possibility of including the student in the conference.
- Try to end every conference on a happy note. If some hostility was shown, document it by making a brief written evaluation of what occurred and keep it for future reference. You might want to inform your principal to expect a call.

*Parents desire a quality education for their children.*

# Parent-Teacher Conferences (cont.)

- Stick to your schedule on conference day/night. If the parent seems reluctant to respond to your lead, schedule another time and date to finish up loose ends.
- After the conference is over, you may want to ask yourself the following questions?
  - a. How well prepared was I?
  - b. How well did I use time?
  - c. Did I start on a positive note?
  - d. Did I listen attentively?
  - e. Did I involve the parents?
  - f. Were follow–up plans made, if needed?
  - g. Did I gain any insights?
  - h. What needs to be changed?

Many parents do not have time or opportunity to get as involved in their child's school as they would like. However, they still desire a quality education. We should let all parents know how much we value and encourage their support and participation in this important aspect of their child's life. We know they should, and probably will, respond in a positive way and in any way they can. Once we have reached out to them, exchanged our expectations of each other, encouraged them to keep us abreast of important happenings in their child's life, we can look forward to a great partnership and a rewarding year.

## Suggestions for parent teacher conferences

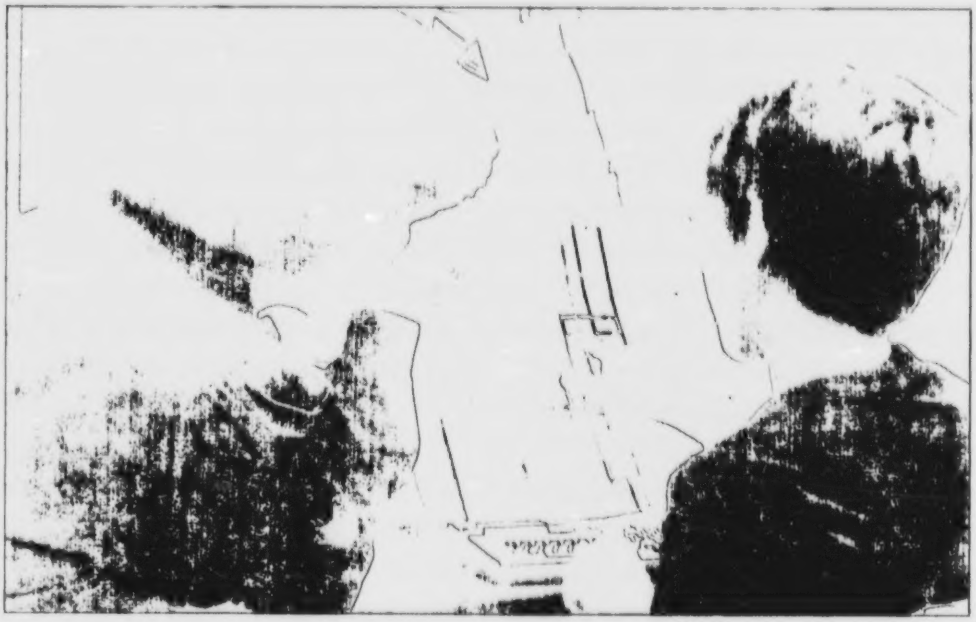
Teachers, like most professionals, have developed their own special language. There are many expressions which we use that may leave a false or undesirable impression. On the next page is a list of positive expressions which can be substituted for their negative counterpart.

# Positive vs. Negative Language

Use the following positive expressions as a substitute for mis-used negative expressions. Taken from *Conference Time*, National Education Association

| Positive Expression | Negative Expression |
|---|---|
| Should | Must |
| Can do more when he tries | Lazy |
| Disturbs the class | Trouble maker |
| Should learn to work with others | Uncooperative |
| Depends on others to do his work | Cheats |
| Can do better work with help | Stupid |
| Can learn to do the right thing | Never does the right thing |
| Working at his own level | Below average |
| Absent without permission | Truant |
| Discourteous | Impertinent |
| Without permission | Steal |
| Poor habits | Unclean |
| Capable of doing better | Dumb-bell |
| Cooperation | Help |
| Handicapped | Poor |
| Lost opportunity | Calamity |
| Complacent, not challenged | Disinterested |
| Investment | Expense |
| Invest in | Contribute |
| Insists on having his own way | Stubborn |
| Outspoken | Insolent |
| Tendency to stretch the truth | Liar |
| Could make better use of his time | Wastes time |
| Could do neater work | Sloppy |
| Failed to meet requirements | Incurred failure |
| Difficulty in getting along with others | Mean |
| Usually | Time and again |
| Uncertain | Dubious |
| Achieving below his apparent ability level | Poor grade of work |
| Not physically well coordinated | Clumsy |
| Uses unbecoming language | Profane |
| Seldom shares with others | Selfish |
| Inconsiderate of others | Rude |
| Reserved | Bashful |
| Tries to get attention | Show-off |
| Has a chance of passing, if... | Will fail him |

# Evaluation



Evaluating Students . . . . . . . . . . . . . . . . 6.1

Teacher Evaluation . . . . . . . . . . . . . . . . 6.3

# Evaluating Students

Student evaluation is an ongoing cooperative process among teachers, students, and parents. It begins when the student walks into class the first day and the teacher begins observing skills and behaviors. There are many purposes for evaluation, including:

1. Gathering information on student progress to report to parents.
2. Gathering information on student progress to meet future instructional needs.
3. Making students aware of their strengths and needs.

Evaluation can be done formally, including standardized tests, teacher-made tests, book tests, quizzes, daily work and homework. It can also be done informally by observation.

## Tips for evaluation

- You will need to have a procedure for evaluating and grading in place at the beginning of the year because:

1. It will help you determine the evaluation methods you will use.
2. You will need to explain it carefully to students and parents.

- Talk with other teachers or administrators on grade level or subject area to learn about appropriate evaluation techniques and school policies.
- It is an important technique as a professional to develop good observation skills, focusing in on the whole student (social, emotional, physical and academic).
- Keep an anecdotal record of specific student behaviors. Example: "Johnny stared out the window for 20 minutes today during instruction."
- Keep a folder for each student to file samples of daily work, all correspondence to and from home, copies of student self-evaluation and student anecdotal records.
- Refer to student cumulative record (CA 60s) to gather information such as: age, family unit, previous teacher's comments, health and referrals for special services.
- Talk with other professionals who come in contact with the student. Be careful not to be unduly influenced by comments.
- Try to give tests mid-week because students tend to perform better. On secondary level, check to see if a conflicting test day has been set.
- Determine a specific objective for each assignment and check the assignment for that objective.
- Develop methods for students to check papers occasionally. It is not necessary for the teacher to grade all assignments.
- Keep students and parents apprised of school progress with a progress report at the mid-point of a marking period.
- For projects and presentations, develop rubrics to give to students in advance of the work assigned so they will know on what they will be assessed.
- Allow students to reflect on their own progress. Provide opportunities for self-assessment and goal setting.
- For observational assessment, develop a check list of behaviors and skills that you want to see in your students. When you observe that behavior you merely have to check it and date it.
- Allow opportunities for self-evaluation.
- Teach students how rubrics will be used in grading and evaluation.

# Evaluating Students

## Reporting of evaluations

There are many ways to inform students and their parents of progress in school (See Section 10, pp. 10.23 for sample of Student Self-Evaluation Form). It is important to have this kind of communication with the students and parents long before the first report card goes home.

## Methods for reporting

1. Notes sent home
2. Checked and returned work
3. Telephone calls home reporting outstanding performance as well as concerns
4. Progress reports
5. Teacher-student conferences
6. Parent-teacher conferences
7. Student-parent-teacher conferences
8. Report cards

Attach a copy of your district's report card here, for your reference.

# Teacher Evaluation

Teacher evaluations by administrators are often dreaded by beginning teachers. Although you may feel added stress, the purpose of these is to validate the positive features of your lesson and offer constructive criticism on needed areas. Keeping this in mind, the following tips may help you.

## Tips for principal observation

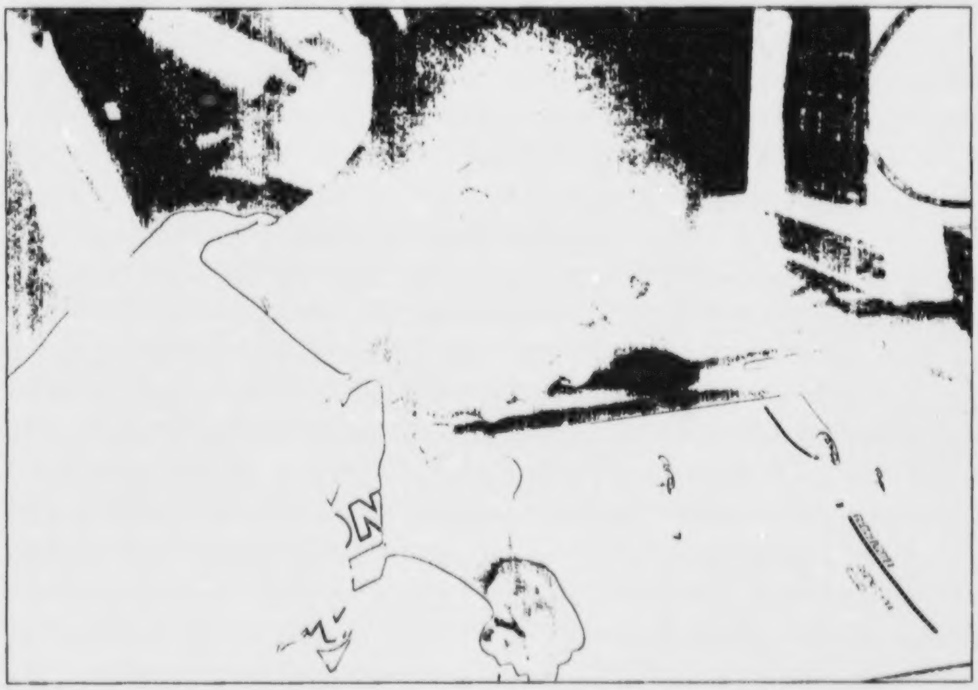
1. If possible, teach a lesson in a content area and use a format you are most comfortable with, without being overly creative or innovative.
2. Be prepared.
3. Dress professionally, but comfortably.
4. Inform the students that the principal will be coming in to observe and why. Example: "The principal is coming into our class today to watch the teaching–learning process and how it is taking place in our classroom."
5. Set up observation for a time when you feel the students are most attentive.
6. Have specific objectives for your lesson. Give a copy of your objectives to your observer.
7. Don't push through a lesson that you see is not successful. Make an alternate plan, just in case.

*Be sure to accept your strengths.*

## Post—observation conference with your administrator

1. Ask for a post–conference soon after the observation. Write a reflection of the lesson soon after you have taught it so you can recall events for your conference with your administrator.
2. Ask for a post-conference scheduled after school so there is ample time.
3. Ask for a summary:
   a. What did you see as my successes?
   b. What did you see as my areas to work on?
4. Ask for clarification and examples to be given by the observer during the post conference.
5. Be sure to accept your strengths.

# Quick Teaching Tips



Instructional Tips .................. 7.1

Time-Saving Tips .................. 7.2

Professional Tips .................. 7.4

Educational Labels .................. 7.5

Tips for Coping With Stress .......... 7.7

Homework Tips .................. 7.8

Tips for Substitutes .................. 7.9

# Instructional Tips

Require participation by all students in whole group instruction by using the following strategies:

- Signal the class that someone else may be called on to add to, clarify or summarize another student's response.
- While some students are performing a task at the chalkboard, require others to do the same task in a workbook or worksheet.
- Call on students in a random or unpredictable pattern. One method is to write students names on popsicle sticks and draw them out of a container.
- Ask questions of the class in a fashion that implies that any of them could be asked to respond, i.e., don't begin or end a question with a student name.
- Make use of wait time after asking the question and after student's initial response.
- Have materials ready so that your planning and preparation are not the causes of student being off task.
- To keep students motivated, vary your routines and materials. When possible use humor.
- Plan for, and provide, appropriate activities for the early finisher and the "nothing-to-do" students, not just more of the same. Consider provisions to meet the needs of slower paced students, such as modifying assignments, giving help or giving additional time. Beware of holding up the majority of the class for slower paced students.
- Provide frequent shifts of activities as opposed to long periods of just listening, copying or completing multiple worksheets.
- Consider ways to reduce the time that students spend waiting: for the teacher, lining up, etc.
- Realize that busy work types of duplicating sheets may keep students occupied but may not be a worthy "on-task" activity.
- Increase teacher-student academic interactions. Ask students more questions including open-ended, critical and creative types.
- Make certain that high, yet reasonable, expectations for all students are clearly stated.
- Move around the room regularly and systematically to insure on-task behavior and to answer student questions.
- Plan smooth transitions between instructional activities thereby reducing off-task behavior.

# Time Saving Tips

- Make a "to do" list every morning. Check off tasks as they are completed.
- Train students to hand papers in, right side up, with their names at the top, into your completed work basket. Have a basket for each subject or class so papers are sorted for you.
- Assign each student a partner. When a student is absent, his or her partner can gather notes, handouts and assignments that the absent student has missed.
- If students check each others' papers, have the checker sign their name at the bottom. Students are more careful when their names are on the checked papers.
- When you put student(s) names in your grade book, number the names in consecutive order. Have students write their name and number on their papers. You (or a student) can quickly put papers in order. You can easily see which papers are missing and, when they're corrected, they will be in the correct order to put into your grade book.

*Make a "to do" list every morning.*

- Use an answer column along the right margin of the paper when doing math assignments from textbooks or short answer assignments. Have students transfer answers from the problem to the answer column. You can correct half a dozen papers at a time by looking at several answer columns. (Learning to copy answers into an answer column carefully is an important skill, especially for taking standardized tests.)
- Make a stencil from which you can cut out the answers to check multiple choice answer sheets.
- Put answers on transparency to have students check homework while you take attendance.
- Ask for clerical help from parents. Choose tasks for parents to do at home on a weekly or monthly basis. Ideas include: typing newsletters, preparing teaching materials, preparing book club orders, etc.
- Designate one spot on the chalkboard where you write what students should do as soon as they enter your classroom. Teach students to look there and begin without wasting time. It will give an orderly beginning to your classes. (Good time to use a mini–worksheet.)
- Write frequently used directions on a chart instead of the chalkboard. When needed, hang the chart on the chalkboard. Good idea for: assignment guidelines, book report outline, paper heading, studying for test.
- If your classroom is far away from the office or teacher workroom, keep a supply box "hidden" somewhere. Include: pens, pencils, scissors, class list with student phone numbers, tape, etc.
- Save time by designing your own lesson plan book. Take a page from your book and put in room numbers, times, subjects, special classes and any other constant features. Duplicate this page and, when you make your lesson plans weekly, you'll only need to add the lessons for the week.
- Identify your supplies (pencils, scissors, markers, etc.) with a masking or colored tape strip.
- Use an overhead projector and transparency to write class notes and presentations instead of chalkboard. This way you can date and save them, use them again, give them to an absent student, or review them on another day.

# Time Saving Tips (cont.)

- Make a poster to keep a daily list of assignments for students who are absent.
- Ideas for "floating" teachers: Make a box or use an AV cart to keep your "desk" materials with you as you travel from room to room.
- Instead of collecting checked homework every day, have students keep in a folder and collect once a week for recording.
- Designate one day a week to send student work home to parents.
- Re-file your materials as soon as possible so you can find them later.
- Have a bulletin board that includes special class schedules, announcements, lunch menu or important things you or your substitute might need.
- Use one calendar to keep track of future important events— pocket calendar, desk calendar, lesson plan book, etc.
- Make two blank copies of student worksheets— one to use, one to file for future reference or to make copies for an answer key.
- Teach students to do as many clerical tasks (attendance, lunch count, etc.) as possible.
- Laminate often used materials for reuse in subsequent years.
- Have a personal care kit for your own use at school; it might include aspirin, needle and thread, etc.

# Professional Tips

- ***Dress as a professional.***
  An adult coming into the school should be able to tell the difference between you and the students.
- ***Model respectful behavior towards:***

  Self

  Students

  Staff

  Parents
- ***Keep student information confidential.***
- ***Keep informed about educational issues:***

  Local

  State

  National
- ***Action should reflect your belief that all students can learn.*** (You are the teacher for all students, not just 80% of them.)
- ***Be a salesperson for your content area as well as the profession.***
- ***Be an active participant to improve the teaching profession.***
- ***Continue to improve your professional skills by being a life long learner:***
  1. Read journals.
  2. Attend seminars.
  3. Participate in workshops and in-services.

# Educational Labels

| | |
|---|---|
| AAAS | American Association for the Advancement of Science |
| ACT | American College Testing |
| ADD | Attention Deficit Disorder |
| AFT | American Federation of Teachers |
| AI | Autistically Impaired |
| AP | Advanced Placement for Student Classes |
| ASCD | Association for Supervision and Curriculum Development |
| CA-10 | Attendance Book |
| CA-60 | Cumulative Records for Students |
| CAT | California Achievement Test |
| ECE | Early Childhood Education |
| EI | Emotionally Impaired |
| EMI | Educably Mentally Impaired |
| ERIC | Educational Resources Information Center |
| ESL | English as a Second Language |
| Fourth Friday Count | Attendance records on which state aid is based |
| GT | Gifted and Talented |
| HI | Hearing Impaired |
| IEPC | Individualized Educational Planning Committee |
| I.S.D. | Intermediate School District |
| ITIP | Instructional Theory Into Practice |
| LEP | Limited English Proficiency |
| LD | Learning Disabled |
| MACUL | Michigan Association for Computer and Technology Users in Learning |
| MAEYC | Michigan Association for the Education of Young Children |
| MAGE | Michigan Alliance for Gifted Education |
| MASCD | Michigan Association for Supervision and Curriculum Development |
| MAS/FPS | Michigan Association of State and Federal Program Specialists |
| MCSS | Michigan Council for the Social Studies |
| MCTM | Michigan Council of Teachers of Mathematics |
| MDE | Michigan Department of Education |
| MEA | Michigan Education Association |
| MEAP | Michigan Education Assessment Program |
| MRA | Michigan Reading Association |
| MSTA | Michigan Science Teachers Association |
| NAEYC | National Association for the Education of Young Children |
| NBPTS | National Board for Professional Teaching Standards |
| NCSS | National Council for the Social Studies |
| NCTE | National Council of Teachers of English |
| NCTM | National Council of Teachers of Mathematics |
| NEA | National Education Association |
| NSTA | National Science Teachers Association |
| Oak Tec | Oakland Technical Center |
| OS | Oakland Schools |
| Para-Pro | Paraprofessional |
| PET | Parent Effectiveness Training |
| POHI | Physically and Otherwise Health Impaired |

# Educational Labels (cont.)

| | |
|---|---|
| SAT | Scholastic Aptitude Test |
| SMI | Severely Mentally Impaired |
| SXI | Severely Multiply Impaired |
| TBS | Test of Basic Skills |
| TC | Teacher Consultant |
| TMI | Trainable Mentally Impaired |
| TET | Teacher Effectiveness Training |
| VI | Visually Impaired |
| ZA | Endorsement for Specialized Training in Early Childhood Development |

# Tips for Coping With Stress

It is not surprising that teaching is considered one of the more stressful careers. Much of the stress is beneficial in helping teachers live stimulating lives by pushing us to rewarding performance levels. However, there is a point where the pressure can get to us and begin to tear us down. This is called harmful, unrelieved stress or distress.

Feelings you may experience your first year:

- Day-to-day tension with accompanying headaches, irritability and sore muscles
- Frustration (spinning your wheels); working harder and accomplishing less
- A feeling of being overwhelmed by the demands of teaching
- Routine boredom (the slump or rut that has encouraged many districts to add a mid-winter break to the school-year calendar)
- Lack of fulfillment and a dissatisfaction with teaching ("Maybe I wasn't cut out for this.")
- A feeling of relief when a vacation break is coming up so you get a chance to catch up and revitalize
- Feeling of isolation ("Does anyone know or care how I feel?")
- Feeling of being looked upon as different because you are a newcomer ("Don't worry. You won't always be a rookie.")

*Feeling of isolation ("Does anyone know or care how I feel?")*

## Handling stress in a positive, healthy, productive way:

- Don't let problems pile up. Deal with them, if possible, as they occur.
- Find an outlet for tension reduction that works for you (exercise, hobbies, puzzles, games, etc.). Take advantage of exercise equipment in your building.
- Take good care of your health by having proper nutrition and adequate sleep.
- Avoid negative people, especially the gripers in the teachers' lounge.
- Schedule quality time with your family and friends and guard it selfishly.
- Learn to say "no" to well-meaning people who want to place demands on you that would cause undue stress. If you get hooked... delegate!
- Come a little early to school to relax and get set for a full day. Also, stay a little later after school to unwind and tie up loose ends. Solitude helps you to handle those frenzied situations.
- Set some time management priorities and make some decisions about your standards and expectations for yourself. You may be your own worst enemy.
- Maintain your sense of humor as you learn from your mistakes.

# Homework Tips

Homework is becoming a growing issue. Some schools have homework policies. Consider these purposes for homework. Homework can provide:

- Different ways to monitor student learning other than tests.
- Opportunity for practice of a skill or concept that has been taught.
- An opportunity to tie in school learning with real world experiences.
- Open–ended activities that allow for success.
- Means of communicating with the home on student progress.
- Ways to actively involve the family in the student's education.
- Preparing the student for in-school activities.

## Homework Do's . . .

- Do have a homework policy and be prepared to communicate it to students and parents.
- Do make sure students know objectives of the assignments.
- Do give feedback and acknowledgement on completion of homework.
- Do hold students responsible for completion of homework, but be sensitive to outside obligations.
- Do be aware of the resources that are, or are not, available at student's home in order to complete the assignment.

## . . . and Don'ts

- Don't give 25 problems if five will accomplish the objective (more is not always better).
- Don't give homework as punishment.
- Don't use homework as busy work.
- Don't assume that homework should be assigned every night. Check on your school policy.
- Don't assign homework just because a parent requests it.
- Don't make unrealistic demands on student's time.

# Tips for Substitutes

- Prepare a sub folder ahead of time. (See Section 10, pp. 10.24 for tips and forms for substitutes.)
- Try not to schedule a test or a quiz for a substitute.
- While planning lessons, take precautions not to incorporate manipulative materials, laboratory supplies and/or objects you don't want to disappear.
- Don't assume the substitute will be knowledgeable in your content area.
- If you feel the substitute would have difficulty following your daily lesson plan, leave one day's activities in a special folder for the sub to use.
- You may want to request a particular sub and ask colleagues for recommendations.
- Try not to be absent on Mondays and Fridays.
- Have a "buddy" teacher who can welcome your substitute and offer him/her help. When you return, check with your "buddy" to see how effective the sub was in the classroom. This arrangement can be reciprocal.
- When you return, ask the students how the day went and then put the day behind you and begin anew.
- Remember, you don't have control over what the substitute does or does not do during the day. Don't judge your effectiveness by someone else's standards.
- Remember when you were a sub and felt alone. Substitutes are people too. Make them feel welcome. Call them by their name. Do not refer to them as, "Oh, you must be Mr. Roberts today."
- You may want to inform the students ahead of time that you will be absent. If possible, preview the coming day's assignments. This preparation demonstrates to them your confidence that they can handle your not being there.

*When you return, ask the children how the day went and then put the day behind you and begin anew.*

# Employee Information

The following pages include useful worksheets that will put important information at your fingertips.

You may want to include the following in this section:

- Copy of your contract
- Contract information
- District roster
- Benefits forms
- District calendar
- Current resume
- Your insurance information
- School roster

School Roster . . . . . . . . . . . . . . . . . . . . . . 8.1

Union Information . . . . . . . . . . . . . . . . . . 8.4

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# School Roster Form 1

## District level people you may need to contact:

| | |
|---|---|
| Superintendent | Phone |
| Superintendent's Secretary | Phone |
| Assistant Superintendent | Phone |
| Assistant Superintendent's Secretary | Phone |
| Curriculum Director | Phone |
| Curriculum Director's Secretary | Phone |
| Personnel Director | Phone |
| Personnel Director's Secretary | Phone |
| Athletic Office | Phone |
| Business Office & Personnel | |
| Secretary for Benefits | Phone |
| Secretary for Payroll | Phone |
| Transportation Office | Phone |
| I.M.C. (Instructional Materials Center) | Phone |
| Substitute | Phone |
| Credit Union | Phone |
| Union Office | Phone |

# School Roster Form 2

## People you will need to know in your elementary school

Principal

Assistant Principal

Secretary

Custodian

Cook and Assistant Cook

Nurse

Counselors

Social Worker

Gym

Music/Band

Art

Library/Media

Latch Key

Para-Pros (Aides)

Room Mothers

P.T.A. President and Vice-President

Speech

Special Education (Resource Room Person)

# School Roster Form 3

## Important people you need to know in your secondary school

Principal

Secretary

Assistant Principal

Secretary

Assistant Principal

Secretary

Assistant Principal

Secretary

Custodian(s)

Security/Hall Monitors

Counselors

Secretary

Media Person(s)

Aide

Reading/Resource Room Person

Reading Specialist

School Social Worker

School Psychologist

School Nurse (days available)

Athletic Director

Secretary, Special Education Teachers

Department Chairperson

Technology Person

# Union Information

## The Michigan Education Association

Teachers in Oakland County's K–12 school districts are represented for bargaining purposes by local affiliates of the National Education Association (NEA) and the Michigan Education Association (MEA).

As members of a professional union, local affiliates of MEA-NEA are responsible for negotiating and maintaining the contracts that determine the wages, hours and working (professional) conditions for the teachers they represent.

Local affiliates in public schools bargain contracts under the authority of Michigan's Public Employment Relations Act. This act, supported by MEA and passed by the Michigan legislature in 1965, gives public employees the right to organize for bargaining purposes and requires their employers to bargain with them.

A requirement of locally negotiated contracts is that teachers must join the unified organization of the NEA-MEA local association, or pay an agency shop fee. That fee covers all the expenses incurred in representing them, including the costs of running viable local, state and national organizations.

Contracts must be ratified by members of a local association. If, and when, a strike is contemplated as a necessary action to achieve a contract settlement, it must be decided on by a secret ballot of the members of the local association.

Through local bargaining, members often gain the benefit of health, vision and dental coverage through MESSA. MESSA is the MEA–affiliated service organization that makes health coverage programs available to be bargained into local contracts. MESSA programs are designed to be superior, as well as cost-effective.

*Through local bargaining, MEA-NEA members often gain the benefit of health, vision and dental coverage through MESSA.*

Members also have access to MEA Financial Services, which offers insurance products.

MEA Financial Services has a substantial number of investment products, ranging from tax deferred annuities to retirement programs. It has a no-fee credit card program and meets travel planning needs through a full-service travel agency. MEA Financial Services can be reached toll–free at **800-292-1950.**

Both MEA and the NEA have legislative bodies called representative assemblies which meet to set policy, programs, membership dues and services. The assemblies are composed of locally elected delegates who represent the entire membership, which includes K-12 teachers, higher education professors and instructors, educational support personnel and retirees who are members of MEA-Retired.

Both organizations have strict constitutional requirements which guarantee and safeguard democratic processes. Additionally, both have adopted constitutional requirements and taken other measures to bring women, minorities and educational support personnel into the mainstream of MEA and NEA governance and leadership.

Elected boards of directors oversee the operation of their respective state and national organizations, and hire the executive directors for those organizations. The executive directors supervise professional staffs which carry out the agenda of their organizations and provide service to members. Each organization also has an elected president who is the top political leader of her/her respective association.

# Union Information (cont.)

The MEA maintains a staff of highly effective lobbyists who work with the legislators and other state officials to improve education and the interests of public school employees. It also has a statewide support network of political action councils (PACs) and legislative contact teams. One of the purposes of the PACs is to elect legislators who are friends and supporters of education.

Furthermore, the MEA has:

- A hired education consultant.
- A coordinator of retirement concerns.
- A staff person assigned to student programs.

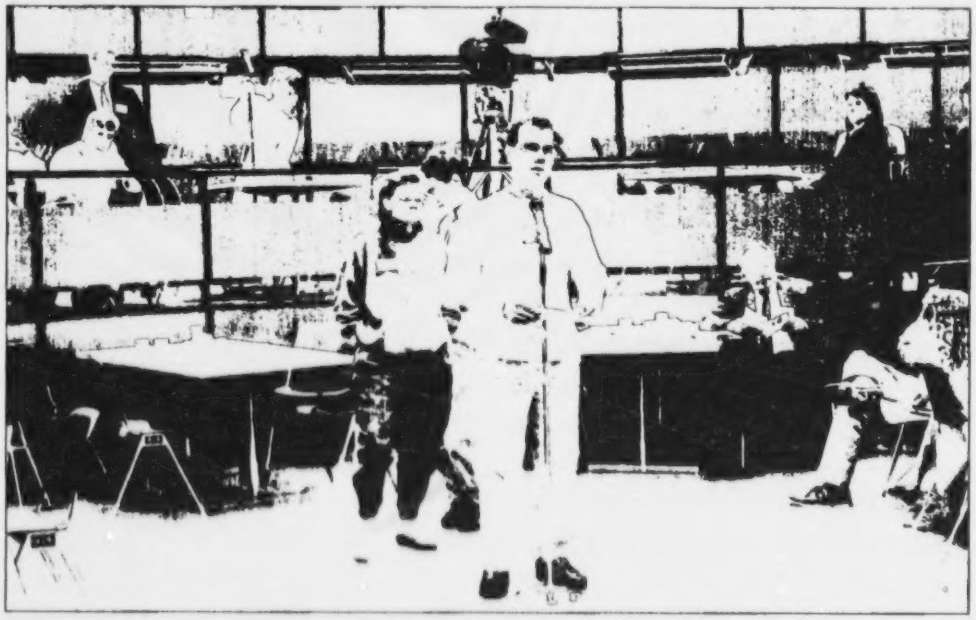
The MEA–NEA has brought substantial gains to the education profession, and we are here to serve you. For information, call your local affiliate.

Michigan Education Association
1216 Kendale Boulevard
P.O. Box 2573
East Lansing, MI 48826–6551

800–292–1934 or 517–332–6551

*The executive directors supervise professional staffs which carry out the agenda of their organizations and provide service to members.*

# Resources



Teachers' Stores .................... 9.1
Oakland Schools .................. 9.2
Internet Resources ................. 9.4

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# Teacher's Stores

**Arts and Scraps**
17820 E. Warren
Detroit, MI 48224
313-640-4411

**Current Catalog**
Express Processing Center
Colorado Springs, CO 80940
1-800-848-2848

**Keith Book Distributors**
1055 South Ballenger Highway
Flint, MI 48532
1-800-373-2366

**The Learning Tree**
253 Summit Drive
Waterford, MI 48328
248-738-4995

**Oriental Trading Co.**
4206 South 108th Street
Omaha, NE 68137-1215
1-800-228-2269
(Mail order magazine for carnival objects, novelties, stickers, erasers, balloons, etc.)

**The Scrap Box**
521 State Circle
Ann Arbor, MI 48108
313-994-4420 or 313-994-0012

**The Teacher's Store**
2383 14 Mile Road
Sterling Heights, MI 48310
248-979-8050

**The Teacher's Store**
16911 Middlebelt
Livonia, MI 48514
313-525-0720

**Oakland Schools'**
**Media Development Center**
2100 Pontiac Lake Road
Waterford, MI 48328
248-209-2052 or 248-209-2276

**The Whoopee Bowl**
9580 Dixie Highway
Clarkston, MI 48348
248-625-3180
(Craft Materials)

**Knowledge Nook**
21423 Greater Mack Street
St. Clair Shores, MI 48080
248-777-3535

# Oakland Schools

Oakland Schools is an intermediate school district, providing services and resources to the 28 local school districts in Oakland County. If you've exhausted your district resources, you just may find what you're looking for at Oakland Schools. At the very least you'll find a knowledgeable staff member who will help you locate another resource. We provide clinical, consultative, data processing and teaching services. We also operate four Oakland Technical Centers under contracts with the local school districts in which they are located.

The intermediate district encompasses:

- 925 square miles
- 434 public school buildings
- 100 non-public school buildings

## The second floor: Oakland New Media Library Services

The Professional Library has an extensive reference section, with more than 500 different periodical titles (with back issues on microfilm) and a circulating book collection. You can also research information through the Library's CD-ROM databases or an on-line database search conducted by a staff member. Microfiche and microfilm reader/printers are also available. Oakland Schools is a member of the interlibrary loan service which allows you to obtain books and articles not available in the Professional Library.

For more information call the Reference Service, 248-209-2362.

*You may find what you're looking for at Oakland Schools.*

## Oakland New Media Production Room

There's some serious laminating going on in this room! Join the queue in August as teachers prepare their bulletin boards for the new school year. There's more to the Production Room than its laminating machines—Kroy and Ellison lettering machines, slide making facility, desktop publishing station, overhead transparency machines and numerous supplies at reasonable prices are available. This is a hands-on facility but trained staff will help you begin your projects.

For more information call Lynette Bright or Shelley Boynton at 248-209-2276.

## Technology for the classroom

Technology services for the teacher can be found in three places.

**Information Technology.** Details on the information technologies and strategies for integrating them into teaching and learning can be found by calling Lynn Lieberman, 248-209-2027, or Mike Souden, 248-209-2287 in Learning Services. These technologies include computer, multimedia, imaging, videodisc, CD and Internet technologies. In addition, information about using the Internet as a research tool may be obtained by calling Judy Hauser in New Media, 248-209-2371.

# Oakland Schools (cont.)

**Video Technology.** Information on video technology can be gathered by contacting Linda Erkkila, 248-209-2266, or Mark Hansen, 248-209-2059 in New Media. Video technology information can include hardware, distance learning (including teleconferences), and educational programming over the Oakland Schools Television Network (OSTN), integration of video into the classroom, and specific video titles. Inquiries about video titles can be done by calling Sue Kiersey, 248-209-2152, in New Media.

**Technology Education.** For information that will help with teaching about technology known as "Technology Education," call Jeff Bush, 248-738-4559. The subject area of Technology Education connects the desired outcomes of hands-on science, the constructivism of mathematics, the understanding of social studies, the broad context of language arts, and other areas into a comprehensive experience which is viewed as relevant and exciting by the learner.

## Video circulation

The on-line video booking allows you to search, select and reserve videos by remote computer from your school. You may also check the availability and book videos from any touch tone phone 24 hours a day. Videos are circulated for one week.

For more information call Sue Kiersey, 248-209-2152.

## Web site

Oakland Schools has a site on the internet. To access information regarding our services type: **http://www.oakland.k12.mi.us**

## Professional development opportunities

Professional development opportunities to fulfill state and local requirements at Oakland Schools are available. You will want to check with your principal for your district's plan for these training workshops. One program designed just for you is the **New Teacher Support Program**.

For more information call Gwen Hairabedian, 248-209-2159.

## Special education

Your district special education personnel work with Oakland Schools consultants as a team to offer resources to you, parents and students. The Oakland Schools team consists of teachers, mobility specialists, psychologists, audiologists, social workers, program monitors, and clinical and curriculum consultants. Every summer the Performance and Instruction Center offers a series of workshops which have been designed for both the special education teacher and the teacher whose class may include special education students.

For more information on these workshops, contact Gale Gross, 248-209-2074.

# Internet Resources

## Useful Internet sites for teachers

There are a number of useful internet sites available to teachers today, including Web Wonders, which is intended for new teachers who are seeking general support and advice and veteran teachers who need new ideas.

**http://www.geocities.com/Athens/Delphi/7862/**
Guide for new teachers to other Internet sites that deal with what teaching is, how to get a job, and sites for new teachers.

**http://www.encyberpedia.com/ency.htm**
*Encyberpedia by Monte Cristo*
Supposedly a set of buttons leading one to every netsite that anyone might need. Excellent for schools in that the data are reliable, comprehensive, and comprehensible — and no buttons lead directly to obscene or pornographic pages.

**http://netdex.com/~geyser2/**
*Geyserville Elementary School Library*
Many links to interesting sites for elementary school students.

**http://guide.infoseek.com/**
*Infoseek Guide*
Large collection, not extremely selective. Search engine permits proximity searching.

**http://ipl.sils.umich.edu/**
*The Internet Public Library*
Produced by the students of the School of Information at the University of Michigan, the IPL has links to sites that are Internet equivalents of a public library's public departments: children's, youth, teens, as well as history, social science, etc.

**http://www.coax.net/people/marci/**
*Links for Learning*
Excellent source—this meta-site has so many bookmarks that describing them is impossible: for librarians, for teachers—associations, curriculum. It seems that there are hundreds.

**http://www.mckinley.com/**
*Search Magellan*
A guide to the top sites, evaluates with 1 to 4 stars; also with green light for material that's not inappropriate for students. Provides links to sites.

**http://mel.lib.mi.us/**
*Michigan Electronic Library, GoMLink*
The first choice for people seeking reliable information to be used with students. The authority will always be high, no material will excite the censors, the hierarchy is comprehensible, but the search engine is primitive.

**http://www.pointcom.com/**
*Point: It's What You're Searching For*
Guide to the top 5% of the sites in the Internet; evaluates sites (0–50 scale) for appearance, content, and experience; describes each site, and provides links.

**http://edweb.sdsu.edu/edfirst/web_learning/overview.html**
*Tom March—Learning with the World*
Sites chosen and organized to facilitate getting web use into the curriculum. Information: what to expect in the 'Net, how to use it, links to good sites.

**http://www.yahoo.com/**
*Yahoo!*
Probably the premier site for finding new material in the Internet (via "What's New" button). Rather an interesting search apparatus; an apparently primitive engine takes searcher first to subject headings matching search term, then to matching sites.

**http://www.aft.org//index.htm**
*American Federation of Teachers Web Site,*
Welcome to Stresses the AFT point of view, but provides a wealth of information on education policy, links to 'objective' sites, as well as a helpful batch of links to generally useful education sites— but only the most important, and they're not annotated.

# Internet Resources (cont.)

**http://www.ascd.org/**
*The ASCD*
Don't go here if you're in a hurry, if you're intellectually active or happy to be in a marketplace of ideas— You won't escape! If the Association for Curriculum and Development hasn't produced something of its own on an idea, it has a link to it.

**http://para.unl.edu/ServedDocuments/TrainingIntro.html**
*Barkley Para WWW Information*
An on-line textbook, with activities, for paraprofessional educators. Excellent, accessible material that paras may use on their own to gain and develop the skills they need for classroom management, managing behavior, keeping records— everything.

**http://www.ceismc.gatech.edu/BusyT**
*Busy Teachers' Website*
A splendid meta-site.

## Search engines

**http://altavista.digital.com/cgi-bin/query?pg=aq&what=web**
*Alta Vista: Advanced Query*
The best engine I've found; it indexes the largest portion of the 'Net with the most powerful, flexible search mechanism. Like others, generates many false positives.

**http://www.excite.com/**
*Excite Home*
Homepage of interesting (but not extremely powerful) search engine. Unusual feature supports finding 'similar' pages. Also supports a standard collection of web services such as an addressbook.

**http://www.lycos.com/customsearch.html**
*Customize Your Lycos Search*
Powerful search engine permits searching a big chunk of the net with a tool that can eliminate the worst of the false drops. Important in Net searching. Permits a limited sort of proximity searching through its fair-good-strong match apparatus.

**http://index.opentext.net/main/powersearch.html**
*Open Text Index—Power Search*
The power search permits restricting each word of a strategy to the content-relevant portions of the site. Cuts false drops, but must be used carefully: a too-tight search often yields nothing. Alta Vista retrieves more material with similar strategies.

**http://webcrawler.com/**
*WebCrawler Searching*
An effort to compromise between a collection and a search engine, provides maps, addressbook (mid-range accuracy), highly regarded search engine.

# Appendix

The appendix is full of teacher-tested ideas and forms that you might want to use. The appendix is referenced frequently throughout this manual.

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# First Day Letter to Parents – Sample 1

August 30, 2000

Dear Parents,

A new school year is upon us and I would like to take this opportunity to tell you that I am excited about it, and I hope your child is also. Fifth grade is an exciting learning year. Children begin to progress rapidly and pick up new ideas quickly.

The daily schedule for the fifth grade is as follows. I will teach Reading, English, Spelling, Creative Writing, and Social Studies (Science will replace Social Studies in the second semester) to your child every day. From 12:05–1:00 each afternoon, the fifth graders will go to Mrs. ________'s room for Math. Mrs. ________ is currently on maternity leave and is being replaced by Mrs. ________ for approximately six weeks. This schedule will help the children get used to having more than one teacher, but also provide the benefits of having a "homeroom."

Please take a moment to look over the notes and papers your child brings home each day, and remember to look for the Friday folder which will be sent home each week containing the work your child has completed, and other important information.

I am looking forward to getting to know you and your child better. Please make every effort to attend the ____________ School Open House which will be held on September 22 at 7:30 p.m. If you have questions before then, please feel free to call the school at __________ and leave a message. I will get in touch with you as soon as possible.

Once again, I am looking forward to an exciting year with a lot of learning taking place. I will see you at the Open House on September 22.

Sincerely,

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# First Day Letter to Parents – Sample 2

August 30, 2000

Dear Parents,

It's very exciting for me to start another school year at __________ with your children. I did notice a few frightened faces and a few slow steps into Room 111 but, believe me, this is very normal.

The following are a few suggestions that you might want to consider:

1. Put names on all materials brought to school.
2. Put names on any clothing that your child might take off and misplace.
3. Put your child to bed at a reasonable time so he/she is not tired in school.

We do provide some basic supplies. If you want to supplement these, the following is a suggested supply list that may be helpful.

1. Shoe box or cigar type box for supplies
2. Fat pencils, crayons, paste, and blunt scissors
3. Folders with pockets for carrying home papers
4. Old sock to store chalk and erase student chalkboards

I am looking forward to meeting and working with all of you. if you need to contact me, I am available at school from 7:30 a.m. to 3:00 p.m. daily. You can reach me through the office by calling __________. If I am unavailable I will return your call as soon as possible.

Cordially yours,

# First Day Letter to Parents – Sample 3

August 30, 2000

Dear Parents,

I look forward to sharing a successful year with your child. Second grade has many new and exciting experiences in store. Together we can share in the growth and development of your second grader.

It would be helpful if your child could bring the following items:

1. Gym shoes for gym day
2. Art shirt with your child's name
3. Box of tissues to share
4. School box to keep in desk
5. Small spiral notebook

Please make certain that all your child's clothes, supplies, and personal items are clearly marked with his/her name.

If at any time you have questions or concerns, feel free to contact me. I look forward to meeting you at our open house on ____________.

Sincerely,

# First Day Letter to Parents – Sample 4

August 30, 2000

Dear Parents:

Welcome to Third Grade! It is an exciting year and I am looking forward to working with you and your child. Here are just a couple of things to help start the year off right.

School starts at 8:00 a.m. Students are expected to be in the room by 8:00 a.m. Bus information is attached. The school day ends at 2:30 p.m. and, unless otherwise arranged, it is expected that your child will go directly home.

We eat lunch at noon. Please feel free to come and eat with us some day. It's quite an experience and the kids love it. If your child was part of the free lunch program last year, he or she will receive the same, but you must complete and return the forms that will be sent home during the first week. Milk is 10 cents and a hot lunch is 50 cents. Be sure tops are on thermoses.

My conference hour is 2:30 to 3:30 p.m. each afternoon. I like being notified of visits, but please drop by if necessary. If your work schedule prevents you from coming after school, we can arrange an early morning conference. Don't hesitate to call me at home. The best time is between 6:30 and 8:30 p.m.

Your child's supply list is attached. It includes two No. 2 pencils, a box of 24 crayons, a ruler, and two regular rule (not college or primary) spiral notebooks. If possible, I would also like each student to have a set of eight water colors, but it is not required.

I hope this is the beginning of a great school year. I am looking forward to meeting every one of you.

Sincerely,

# Initiating Service – Learning

The following is taken from the Williamston Elementary School handbook, Service–Learning Source Book: I Make a Difference With a Helping Hand and Heart. Only slight formatting changes have been made.

Service–learning as a teaching method is relatively easy to initiate in a classroom if you understand the underlying concepts of service–learning and are open to the opportunities that present themselves. There are five steps in the initiation of a successful service–learning unit. These steps include brainstorming, focusing, implementing, evaluating and reflecting.

## 1. Brainstorm

To start a service–learning unit in your classroom, first look at your community. This could be your school, your neighborhood, your city or a larger area such as a state, nation, or the world. What needs can you identify that might be met while studying a particular subject you teach or in developing a skill for which you are responsible? Use your textbooks; look at issues that are covered in the local media; talk with the students in your room. At this point, do not restrict or eliminate any suggestion. This is the brainstorming phase.

## 2. Focus

Next, examine each idea. Will it solve a real need that is not already being met in some other way? Will both your students and those being served benefit from the process? Is it possible to do, considering the limitations and the resources you have available? Talk with your colleagues, agencies and parents. Modify the idea! Shape it! This part we call focusing.

## 3. Implement

Once the idea is fully developed, implement it.

## 4. Evaluation

Successful units include two more elements: evaluation and reflection. During the evaluation phase, students, the teacher and those being served examine the planning process, the procedures used and the results, and then make suggestions on how to improve the unit if it is to be attempted again.

## 5. Reflection

Reflection allows the students to focus on what they have accomplished. Students think about the impact they have had on those being served and how their own attitudes and behavior have changed. Reflection also gives the students an opportunity to explore how they feel about what they have accomplished.

If you follow this simple model, you will be able to initiate a successful service–learning unit in your own classroom or school. Remember to keep your first unit simple. Perhaps you can work with another teacher in your own building in a tutoring situation. Perhaps there is a park, vacant lot or stream that needs attention. As you gain experience and confidence and see the learning and personal growth in your students, you may expand the scope and complexity of your units.

(See Bibliography in this section, page 10.47, for information on a book on service–learning called *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference.)*

# Sponge Activities - General

## Inheritance fantasy

Ask students to write a paragraph telling what they would do if they won $10,000 with the restriction they could only keep half. The other half must be given away. Have them explain who would get it and why.

## Guess who I am?

Students write out on index cards biographical information and give it to the teacher. The teacher reads one aloud while the students guess who the person is. Have the teacher write one out too!

## Forced choice

This is a very nice activity for any age group. It would work any time during the year, especially the first few days. It is an activity that the students feel comfortable doing while getting to know each other in the process.

The activity can be a written one or done orally for the younger students. The students are given a choice of two things. They must choose one and give a reason for doing so. One nice way to work this activity is to use the space in your room. After giving the two options ask the students to go to the side of the room identified for that option. This way the students can talk to the other students who chose the same item they chose. In the upper grades, you could have the students begin by having them write out their reasons and then have them group together by choices afterwards. The following are some suggestions for the choices:

Are you a/an...

... kite string or clothes line?

... addition sign or multiplication sign?

... Goofy or Mickey?

... ALF or Batman?

... president or captain?

... Hershey's Kiss or Snickers?

... skateboard or roller skates?

... Reebok or Nike?

... rock-n-roller or rapper?

... banana split or shake?

... roller coaster or ferris wheel?

## Other

Duplicate the forms on the following pages for more general sponge activities.

# All About Me

Write your answers now. Then, do it again in the spring.

1. Date ______________________________
2. Full name ______________________________
3. Favorite dinner ______________________________
4. My favorite color ______________________________
5. My best friend ______________________________
6. My favorite singer ______________________________
7. My favorite sport ______________________________
8. I like to ______________________________
9. My favorite game ______________________________
10. My favorite TV show ______________________________
11. When I grow up, I'll ______________________________
12. I like to spend time ______________________________

# Person Hunt

Hunt for someone who can say "yes" to one of these questions. Have this person sign his/her name. Can you find a different person for each line?

1. can whistle __________
2. has freckles __________
3. has red hair __________
4. is wearing yellow __________
5. loves math __________
6. is new to our school this year __________
7. enjoys reading __________
8. worked on a computer this summer __________
9. lost a tooth this summer __________
10. watched or played baseball this summer __________
11. made a sandcastle this summer __________
12. has ridden a horse __________
13. had a birthday in July __________
14. has a birthday in October __________
15. wants to be a business owner __________
16. got sunburned this summer __________
17. can swim __________
18. has a pet cat __________
19. has an aquarium __________
20. loves yogurt __________
21. is left-handed __________
22. has brown eyes __________
23. likes pizza __________
24. wants to be a writer __________
25. has a cheese sandwich packed for lunch __________
26. has flown in an airplane __________
27. likes dancing better than school __________
28. has a great-grandfather __________
29. plays the piano __________
30. likes to rap __________

# Interest Inventory

Name ______________________________ Grade __________ Date __________

1. If you could not watch television at home, what would you most like to do?

2. If your parents told you that you could do anything that you wanted to do this weekend, what would you choose?

3. What is your favorite subject in school?

4. What subject is most difficult for you in school?

5. If you could learn about anything you wanted to learn about, what would you choose?

6. What is your favorite television show?

7. What book or story have you read recently that was really exciting for you?

8. Other than watching television what is the most fun thing to do indoors?

9. Do you do your best work in groups or when you work alone?

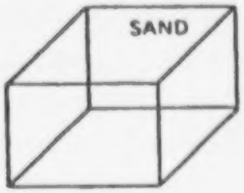
10. Would you rather read a book or watch a movie if you had to learn something?

11. Who are your two best friends in this class?

## Brain Teasers

# BRAIN TEASERS

1.



2. MAN
BOARD

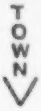
3. STAND
I

4. |R|E|A|D|I|N|G|

5. WEAR
LONG

6. ROAD
R
O
A
D

7.



8. CYCLE
CYCLE
CYCLE

9. LE
VEL

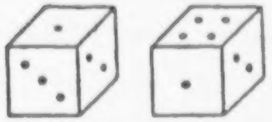
10. 0
M.D
B.A.
PH.D

11. KNEE
LIGHT

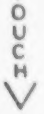
12. i i
O O
O O
O O
O O

13. CHAIR

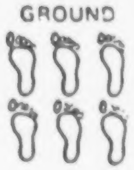
14.



15.



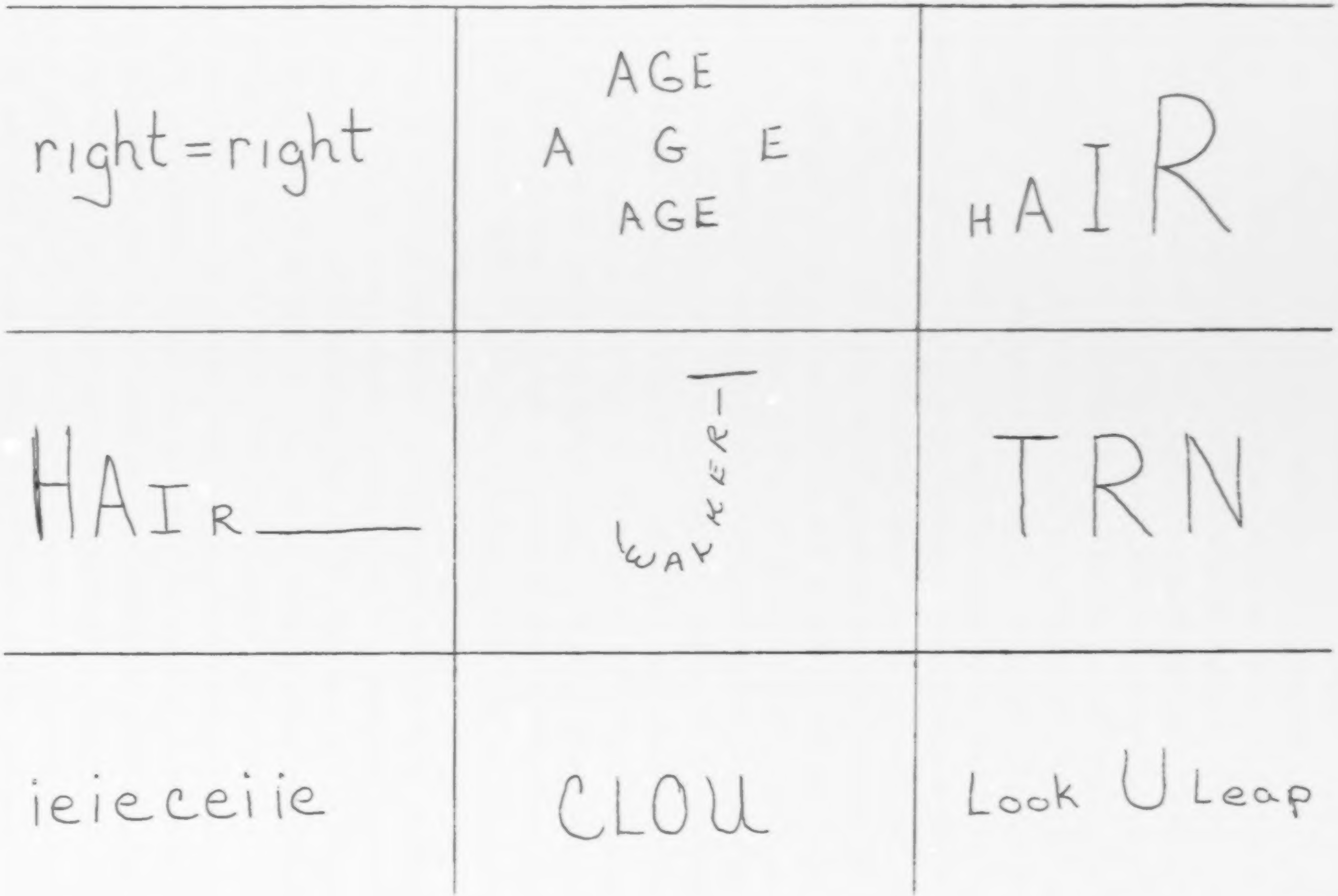
16.



17. MIND
MATTER

# Word Puzzle

## Word Puzzle


right=right
AGE
A G E
AGE
hAIR
HAIr___
T
WALKER
TRN
ieieceiie
CLOU
Look U Leap

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# Answer Keys

## Brain Teasers

1. Sandbox
2. Man over board
3. I understand
4. Reading between the lines
5. Long underwear
6. Cross roads
7. Downtown
8. Tricycles
9. Split level
10. 3 degrees below zero
11. Neon lights
12. Circles under the eyes
13. High chair
14. Paradise
15. Touch down
16. Six feet under ground
17. Mind over matter

## Word Puzzle

1. Equal rights
2. Middle age spread
3. Hair raiser
4. Receding hair line
5. "J" walker
6. No U Turn
7. "I" before "e" except after "c."
8. Partly cloudy
9. Look before you leap

# Sponge Activity Ideas

The following are ideas and questions that you may use as activities.

## Primary

- Be ready to tell one playground rule.
- Say numbers, days of week, months… have students tell what comes next.
- "I went to the sporting goods store (grocery store) and I bought…" (each student names an item).
- What comes between these two numbers: 31-33, 45-47, etc.?
- What number comes before/after 46, 53, 32, etc.?
- Write a word on the board and students make a list that rhymes.
- Put spelling words in alphabetical order.
- Count to 100 by 2's, by 5's, by 10's, either oral or written.
- Think of animals that live on a farm, in the jungle, in water, etc.
- Give names of fruits, vegetables, meats, etc.
- Play Hangman using names of students, colors, numbers or other vocabulary words.
- List things you can touch, things you can smell, big things, small things, etc.
- List the colors you are wearing.
- Be ready to draw something that is only drawn with circles.
- Be ready to tell the names of students in our class that begin with J or M, etc.
- Write a word on the board. Students list words with same long or short vowel sound.
- Flash fingers… students tell how many.
- Write a color word on the board. Have students draw something in or with that color.

## Upper Grade

- List as many states as you can.
- List as many countries and their capitals as you can.
- List all the places you can find sand.
- Write one kind of food beginning with each letter of the alphabet.
- Construct a crossword puzzle.
- Construct and/or do a word find.
- Draw a cartoon to illustrate a concept.
- Do five problems from the board.
- Make up word problems.
- Write a riddle about a story character.
- See how many words you can make from a given word or expression.
- Proofread a paragraph.
- Write headlines for newspaper articles.
- Locate cities at given latitude and longitude markings.
- Write as many homonyms as you can, e.g. past/passed.
- List as many parts of an auto as you can.

# Sponge Activity Ideas (cont.)

## Secondary

- Write down as far as you can count by 6's, 7's, etc.
- Take a number. Write it. Now make a face on it.
- Make a list of five things you do after school.
- You have five children. Make up five names.
- Scramble five spelling or vocabulary words, trade with someone, and unscramble them.
- Write a dialogue between _____ and _____.
- Name historical people with these initials: AL, AH, AJ, NK, IG, VC.
- Write a question that would check the understanding of the story.
- Write a different ending of the story.
- Write synonym for vocabulary words on the board.
- Play Hangman using students' names, vocabulary words, etc.
- List the continents of the world.
- List as many states as you can.
- Write down as many cartoon characters as you can.
- Name as many countries and their capitals as you can.
- Name as many baseball teams as you can.
- List five parts of the body above the neck that have three letters.

# Sample Lesson Plans

## GRADE 3

**Morning Class:**

8:25 Attendance/lunch count

8:35 Current event—newspapers "Lake Residents Seek Weed Killer Controls." Brainstorm effects of weed killer. Introduce vocabulary: defoliants, ecosystem, chemicals, DNR, and herbicide. Discuss article and put words in word bank for the week.

8:55 Students write in journals

9:05 Reading—Limericks. Read several limericks to students and see if they can recognize a pattern. Then choose several limericks to rewrite with the class—model. Pass out dittos—limericks. Have students work with a partner to rewrite the limerick. At the end of the hour students can share what they wrote.

10:05 Recess

10:25 Spelling—students use their spelling words for the week in an original sentence.

11:05 Clean up/dismissal

12:15 - 12:20 Attendance

**Afternoon Class:**

12:20 USSR—Uninterrupted Sustained Silent Reading

12:40 Class plays a bingo game with multiplication facts

12:55 Using manipulatives (place value cubes) students demonstrate the concept of multiplication, e.g., 4 x 2 (4 sets of 2) nn nn nn nn

1:30 Science—Pollution/litter. Ask a group of 3–4 students to predict the contents of the class wastebasket. One group member records the predictions (10 minutes). When complete, put items predicted on blackboard. Check contents of basket. Discuss how everyone contributes to litter and waste, and what can be done to minimize classroom waste and litter.

2:00 Gym

2:30 Magic Circle—"Being a Friend." Have each student think of at least one attribute that makes them a good friend. Share. Use yourself as a model first.

2:55–3:00 Clean-up/dismissal

## Grade 7 Math

**Board problems:**

A. Review problems put up on the chalkboard

B. 3–5 problems in content area

C. Teacher takes care of administrative duties at this time

**Correction of previous days work:**

A. Can be done orally, answers on overhead, or students show answers on chalkboard

B. Record scores randomly, quickly call out students name and put check in grade book if done, or collect

**Go over any troublesome problems:**

A. Ask students or do a few problems asking for assistance to double check understanding

**Introduce a new topic:**

A. History or relevance

B. Review any previous knowledge needed

C. Go over one problem

D. Do another asking for assistance

E. Have students do one at desk

F. Do another one asking students to tell teacher the steps

G. Have students do a couple more at desks

**Give assignment and walk around checking for understanding**

A. Look for the correct steps being used

B. If students seem to have trouble, do a group review at the back of the room

# Sample Lesson Plans (cont.)

## Grade 12 American Government

**Unit:** State Government Court System—Part IV—Juvenile Court

**Objectives:**

1. To enable students to make wise judgments in a group decision-making arrangement.
2. To make students aware of the key differences in the Juvenile Court system as compared with adult courts.
3. To allow students to see first hand the issue of discrepancies in sentencing of similar cases and the deeper issues of racism, sexism, and socio-economic discrimination.

**Classroom arrangement:**

The class is divided into groups of three with each group being given a folder. In the folder are sheets of paper with information about three criminal acts by juveniles. The crimes are based on real cases with resulting sentences by the judges involved. This information will be held until later in the group process. The desks are arranged so that the three judges in each group can make a consensus about the disposition of each juvenile.

**Procedure:**

Teacher goes over sheet of paper with stated options in sentencing (explain the differences in juvenile cases) the guilty offender from probation to maximum security. There is also an option, in retrospect, to waive this case to the adult courts and give an appropriate sentence. Each group of judges has in their folder a scenario of three cases.

The first case is a juvenile who shot a rifle into a passing bus, wounding a passenger. The second case is a juvenile who kicked to death an elderly lady who wouldn't let go of her purse in a robbery attempt. The final case is a juvenile who tried to rob a taxi driver with a gun.

Each group has a mixture of variables. The sniper in case one is a white female from a divorced situation in a low socio-economic area of the inner city. Other groups have the offender as a black male from an affluent suburban family. Each group identifies the three variable characteristics of the offender in each case, the sentence given, and a rationale for their choice.

A representative from each group puts this information on the chalkboard in the appropriate square. (Just the "who" and "what" — ask later for the "why"). The board will look like the chart (found on the next page of this Manual.)

After every group has reported, discuss the discrepancies in "equal justice for all." For what it is worth, have students look in their folder to see what happened in the real-life case. The "sniper" received probation, the "stomper" was tried as an adult and executed, and the "stick-up artist" was tried as an adult and sentenced five years in prison.

As time permits, discuss the class' reaction to the real-life judges' decisions. You may also want to talk about sentencing guidelines for judges and how much latitude they should be given.

# Sample Lesson Plans (cont.)

## Grade 12 American Government Sample Lesson

Group # 1 2 3 4 5 6 7 8 9 10

"Sniper"
White Male
Rich
Max. Sent

"Sniper"
White Female
Poor
Prison – 2 years

"Stomper"
Black Female
Middle Class
Min. Sent.

"Stomper"
White Male
Rich
Prison – Life

"Stick-up Artist"
White Female
Poor
Probation

"Stick-up Artist"
Black Male
Middle Class
Prison – 5 years

# Newsletter Tips

## Quick ways to write a student newsletter and actively involve the students

Grades K–2: At the close of each day have the children brainstorm regarding things they worked on that day. Decide what should go into the newsletter and write it by the appropriate day. On Fridays, fill in the newsletter just before lunch. Copy it for each student and send home in Friday folders.

Grades 2–4: Give each student a copy of the "Newsletter Notes" form (found on the next page) on Monday. Brainstorm things worked on each day. Students can decide what will go into the newsletter and record it themselves from the ideas on the chalkboard. This could be done individually, in small groups or as a whole class.

Grades 3–6: Do a newsletter for the week on folder day. Have class list ideas for the week. Then as a writing assignment have them write a weekly newsletter. This will need to be modeled several times to help the students. It is a great way to work on grammar, communicate with parents, and review what's been worked on in class.

***Remember to proofread!***

# Newsletter Notes

Week of: ____/____/____

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Notes:

# Conference Letter – Sample 1

Dear Parent/Guardian:

Parent–Teacher Conferences will be held on November 9, (A–K) and November 10, (L–Z) from 6:00 to 8:30 p.m. Barring unforeseen circumstances, I anticipate your attendance. I appreciate this opportunity to meet with you in our mutual desire to maximize your child's learning experiences.

To effectively utilize the short amount of time we will have together, I thought we could both do some advance planning. Our primary goal is to establish a "total" picture of your son/daughter to facilitate quality learning. No one knows your child any better than you, so I am counting on you to enhance my perception. Over the years you have probably discovered some important factors that have affected his/her success in a positive or negative way. I can help our mutual understanding by adding what I see here in school (work habits, abilities, social development, and test performance). As we team up, we will get a better grasp of what is best for your child.

Although this may be the first time we will meet, I am confident of our mutual desire to build a foundation of trust and respect for each other right from the start. Hopefully, we will develop a partnership in working out any problems that might arise, as well as in designing some creative ways to meet the unique needs of our common bond, your child.

I have genuine concern for student success, and want you to fully understand all that I am attempting to accomplish in my class. Please do not hesitate to ask any questions. If more time is needed at the conference, we can set up a mutually desirable time to meet and discuss any concerns we may have.

I am looking forward to meeting you and discussing with you our "joint venture."

Yours for teaming in successful learning,

# Conference Letter – Sample 2

Dear Parent:

Next week you and I have a special opportunity to talk about a very special person. That special person is your youngster.

I want to be as well prepared as possible and I know you feel the same way.

When we meet I'll be talking about:

1. What we're doing in class this year, and what I expect of all students.
2. How well your youngster is doing, and what he or she needs to work on.
3. How you and I can work together to help your youngster get the most out of this class/school.

You probably have some things that you want to talk about too, and perhaps some questions on how you can help.

It would help if I knew what questions and concerns you have ahead of time, because of the limited time we have scheduled. There is some space below to jot down any questions or concerns that you might have. Either send them back to school with your youngster or bring them with you when you come to conferences.

Thanks for your help,

Your Youngster's Teacher

Student Name:

Parent Name:

Questions I have:

# Conference Letter – Sample 3

Dear Parent,

I am looking forward to our parent–teacher conference on Tuesday, October 13 at 2 p.m. I will be talking with you about your son's/daughter's progress in school. It will also be a wonderful opportunity for me to learn about how you view the school experience from your perspective on the child's behavior at home.

I would particularly appreciate if you would talk with me about the following questions:

1. Does your child speak with enthusiasm about the learning experience designed for him/her and the rest of the class?
2. Does the level of work seem appropriate so that is challenging but not discouraging?
3. Does the amount of homework given seem reasonable? Does the type of homework seem to reinforce and extend what is learned in school?
4. Is your child comfortable with classmates? Are there any interpersonal conflicts that I can help resolve?
5. Is your child making appropriate progress in the following areas:

   Self confidence and self esteem?

   Responsibility?

   Concern for others?

   Problem solving?
6. What are some of the areas of your child's growth, development, and education that you would like me to focus on over the next few months?

# Student Self-Evaluation Form

## My Report Card

| | | Terrific | So So | I Need Work |
|---|---|---|---|---|
| 1. | I read well orally. | ☐ | ☐ | ☐ |
| 2. | I read well to myself. | ☐ | ☐ | ☐ |
| 3. | I do my workbook carefully. | ☐ | ☐ | ☐ |
| 4. | I can do addition work. | ☐ | ☐ | ☐ |
| 5. | I can do subtraction work. | ☐ | ☐ | ☐ |
| 6. | I can do tens and ones work. | ☐ | ☐ | ☐ |
| 7. | I can write sentences of my own. | ☐ | ☐ | ☐ |
| 8. | I can write stories. | ☐ | ☐ | ☐ |
| 9. | I do my printing neatly. | ☐ | ☐ | ☐ |
| 10. | I spell my words correctly. | ☐ | ☐ | ☐ |
| 11. | I work in my journal carefully. | ☐ | ☐ | ☐ |
| 12. | I do my homework carefully and on time. | ☐ | ☐ | ☐ |
| 13. | I finish my morning work in the morning. | ☐ | ☐ | ☐ |
| 14. | I take care of my supplies. | ☐ | ☐ | ☐ |
| 15. | I keep my desk neat. | ☐ | ☐ | ☐ |
| 16. | I work and play well with others. | ☐ | ☐ | ☐ |
| 17. | I use my free time well. | ☐ | ☐ | ☐ |
| 18. | I follow school rules. | ☐ | ☐ | ☐ |
| 19. | I help to keep my classroom clear. | ☐ | ☐ | ☐ |

School is...

# Substitute Information - Sample Letter to Substitute

Dear Substitute:

The information in this folder has been prepared to provide you with a good deal of general information about my class. Specific daily lesson plans will be furnished in addition to this. I hope the material is useful and that you have a good day with my group.

You may wish to go to lunch in the cafeteria. A teacher's lunch costs $_____.

When you finish the day, please complete the enclosed evaluation sheet and return to the office with this folder.

Sincerely,

Teacher Name
Room #
Grade #
Home Phone Number

Encl:

- Routine & Building Schedules
- Activity Schedule
- Teacher's Notes
- Building Schedules
- Emergency Procedures
- Procedures & Rules
- Building & Playground Rules
- Class List
- Seating chart (if name tags not used)
- Evaluation Sheet
- Daily Lesson Plan
- Attendance Forms

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# Substitute Information - Routine & Building Schedules

Doors open at

School begins at

Recess is scheduled for

Lunch time is

Noon recess is

End of the day student responsibilities are

Dismissal time is

*When writing out information for substitutes, you may wish to add your policies on:*

- *Correspondence from home*
- *Restroom*
- *Drinking fountain*
- *Pencil sharpener*
- *Talk among students*
- *Passing out books/supplies*
- *Out–of–seat policies*
- *What to do when finished with work*
- *Where to turn in completed work*
- *Students' failure to bring materials (pencil, paper, textbook)*
- *Dismissal procedures*

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# Substitute Information - Activity Schedule

Teacher Name

Grade & Class

**Daily Duties:**

- Check daily bulletin for recess, bus, and hall duties.
-

**Recess Times:**

-
-

| | ACTIVITY | TIME |
|---|---|---|
| MONDAY | | |
| | | |
| | | |
| TUESDAY | | |
| | | |
| | | |
| WEDNESDAY | | |
| | | |
| | | |
| THURSDAY | | |
| | | |
| | | |
| FRIDAY | | |
| | | |

# Substitute Information - Teacher's Notes

Teacher Name

Grade & Class

**How to:**

Take attendance

**Where to locate:**

- Lesson plans
- Materials/supplies
- A-V equipment
- Books

**Who can help:**

- Other teachers
- Administrators
- Clerical personnel/nurse
- Helpful students

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# Substitute Information - Emergency Procedures

Rainy/Snowy days

Illness

Fire drill procedures

Tornado drill procedures

# Substitute Information - Procedures & Rules

Students are expected to follow building rules as well as reasonable requests from adults.

**Classroom Rules:**

Out of classroom activities

Dismissal

Signal for getting students' attention (All students should stop, look, and listen!)

**Discipline & Consequences**

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# Substitute Information - Class List

Teacher Name

Grade & Class

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.
29.
30.

List students who go to special classes, time and place. List any health concerns.

# Substitute Information - Evaluation Form

Substitute Teacher Name

Grade & Class

Date

The day went...

About the lesson plan(s)...

Students who were helpful...

Students who were absent or tardy...

Any problems...

Comments...

# First Days

## Grade 1 Lesson Plan

Morning:

8:30–8:45 Opening activities

- Attendance
- Lunch count
- Pledge—song

8:45–9:15 Journal writing. Students write or draw in their journal and teacher dates the page. All students are encouraged to share.

9:15–10:20 Read *Elmer the Patchwork Elephant* (by McKee)

Class discussion using guided questions:

1. How was Elmer different than all the other elephants in the jungle?
2. How did Elmer feel?
3. How did the other elephants feel about Elmer?
4. What did Elmer want more than anything else?
5. What did Elmer do to be like all the other elephants?
6. How did the elephants feel when Elmer was missing?
7. What did the elephants do to remember the day that Elmer returned to the jungle?

Make Elmer stick puppets. Encourage creativity.

| | |
|---|---|
| 10:20–10:35 | Drink/lavatory break |
| 10:35–11:00 | Recess (longer the first week because of teaching routines: lining up, walking in hall) |
| 11:00–11:15 | Printing. Use clay to make the letter O—Big, medium, and small sizes |
| 11:15-11:20 | Line up to go home or to stay for lunch |

## Upper Elementary Lesson Plan

Morning

8:30 Greet students at classroom door.

Assure students that they are in the right room.

Have each student pick a number from a jar which will correspond to a desk in the room. They should sit in the desk that has the number they selected.

Tell each student to read the message on the board after they have found their desk. The message should be some short welcome and then give instructions on completing an activity that can be easily accomplished by all students. Make sure that all materials needed to complete the activity are on desks.

After just a few minutes of allowing students to work on the introductory activity, stop the students and introduce yourself.

8:35 Tell the students your name and how to pronounce it. Have them say your name aloud. Give any other information you wish.

8:40 Explain your discipline program and your class rules.

8:55 Have students introduce themselves. After each student says his/her name, the entire class repeats the name aloud. Explain that now everyone knows how to pronounce all the names of people in the class. There is no reason to make fun of anyone's name.

9:05 Discuss the classroom, go over the different areas that the students need to be aware of for the first few days.

9:10 Practice class routines and procedures. Remember to teach each routine and then practice.

Introduce your signal that will mean you must have immediate attention from the entire class, then practice the signal.

# First Days (cont.)

9:25 Do a get-acquainted activity (Person Hunt is an excellent one, See pp. 10.8 for Sponge Activities). As the students are working on the activity, move about the room. Practice the stop signal a few times.

9:50 Discuss the daily schedule the students will be following this year. Explain when the special classes will be, what time lunch is, and any other daily routines.

Discuss the procedure for going to the bathroom and walking in the halls.

10:00 Take the class outside for a short (10 minute) recess. On the way outside, practice the routine of walking in the hall.

10:15 After recess, review class rules and procedures.

10:20 Have students complete the Interest Inventory (See this section, pp. 10.9). This will provide you with information on each student such as hobbies, family life, etc.

10:45 Finish the day by reading aloud something of interest to the students. Poetry or short stories work well.

11:05 Hand out all notes to go home including your first day letter to the parents. Discuss with students the procedure for the end of each day (jobs, lining up, safety patrol, etc.).

Tell students the procedure for the beginning of the day so that they know what to expect when they come to school tomorrow.

11:25 Dismiss students making sure they know the procedures discussed during the day.

## Middle School Lesson Plan

Greet students at doorway

1. Take attendance and get correct pronunciations of names (5–10 minutes)
2. Introduce yourself and the class title (3–5 minutes)
   A. Your background
   B. Your interest in the subject you teach
   C. A little bit about the subject matter for the year
3. Outline the rest of the hour and the rest of the week (5 minutes)
   A. Mention placement tests, materials they will need, seating charts, books, and ask for any questions
4. Getting acquainted activity (15–20 minutes)
   A. Forced choices found in this Section, pp. 10.6.
5. Content worksheet (10–15 minutes)
   A. Keep simple, but meaningful
   B. Could be a very nice way to informally evaluate their abilities
   C. Mind benders or teasers work well
6. Fill out index cards
   A. For your own personal file
   B. Include name, address, phone numbers, parents names and work phone numbers if possible
   C. Students' interests or favorite things

## Other good first day activities

1. Have students complete the time capsule worksheets (See this section, pp. 10.7 for All About Me). Students may wish to share their hobbies and favorites out loud with the rest of the class.

# First Days (cont.)

2. Have students begin writing in journals, starting with the topic, "My expectations for _____ grade.
3. Hand out english and/or spelling books. Suggestion: You write the names of the students in the books. This will help you get to know them better and will also insure that every book has a name. Do this while the class is working on a self-directed activity.
4. Do a whole–class reading or listening activity. If a reading lesson is chosen, make sure the material to be read is easy enough so that all students can comprehend.
5. Many other time fillers or sponge activities needed to fill spare moments can be found in this Appendix (See this section, pp. 10.6 for Sponge Activities).

## Teaching Suggestions for Students Who Speak English as a Second Language

*by Catherine Reischl, Michigan State University and Jacqueline Moase–Burke, Oakland Schools*

Learning how to "do school" in American elementary, middle, and high schools requires time, trial and error, and lots of help from other students and sensitive adults. The following suggestions may help ease student's transition during the first week or so of entry into a new school.

- Speak at a normal rate and volume with bilingual students. For some reason, we tend to speak louder when speaking to people who use a language other than our own.
- Assign a student a "peer ambassador." Allow this student to sit beside the newcomer and demonstrate classroom routines. Have the peer take the student on a daily tour of school identifying significant people and places–especially bathrooms and cafeteria routines.
- Introduce the student to the class as (name) who speaks (language). If you introduce the student as someone "who doesn't speak English," she/he is being identified by what she/he can't do. Call students by their real names; avoid nick names that are "easier" to say. Students need to keep their identities as they make the transition into American schools.
- Be sure the student has materials needed for classroom activities.
- Begin to incorporate the student's native language into the classroom by posting a greeting or labeling and updated map. Make sure that announcements regarding upcoming events such as parent/teacher conferences and holiday activities are translated and sent home.
- Establish consistent routines and language for describing these routines. Create a means of documenting when the student has successfully followed classroom routines.
- Provide examples of required work such as notes, homework, worksheet, etc.
- If you have several students who speak the same language, allow them to interact in their native language. Given that they are human beings, they may joke or tease a bit in the "secret code," but usually they can provide a sense of belonging to each other—and they can easily explain content and procedures in native language.
- Teach the student how to ask for clarification. This can be as simple as "Repeat, please!" or as complex as "Would you say that again? I don't understand."
- Recognize that for many students, being accepted by other students is a priority. Create opportunities for students to share a classroom task, work together, or play together to begin to build friendships.

# First Days (cont.)

- Note that learning how to interact in a new language and culture is exhausting. Students may need time to themselves to simply absorb all that is new.
- As students begin to attempt to speak English, don't worry about pronunciation. Pronunciation is generally the last skill to be refined. Students will start talking more clearly over time— when they find themselves in meaningful interactions where they really want to be understood.
- Provide bilingual dictionaries and periodicals and books. Encourage students to use all of their language skills as they learn in the classroom. For example, students who are literate may wish to take notes or write a rough draft in their native language prior to writing in English.
- Get to know the student so that you can modify instruction in appropriate ways. Answers to the following questions may provide crucial information. You may need to use an interpreter to determine the following:
- What is the student's native language?
- Is the student literate in that language?
- Has the student attended a school in this country or in another country?
- Does the student have any physical, social or emotional needs that could affect learning?
- What are the student's goals in regard to schooling and language learning?
- Have high expectations and be patient. Students need lots of time and positive interactions to relax enough in a new school, language, and culture to begin to learn academic material.

# Secondary Student Information Sheet

Class ______________________________

Hour ______________________________

Last Name __________________________

First Name _________________________

Middle Initial ______________________

Grade ______________________________

Birthday ___________________________

| Your Schedule This Year | | |
|---|---|---|
| Hour | Room | Class/Teacher |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Seating Preference ______________________________

Favorite Things ______________________________

About Your Family ______________________________

**Parent/Guardian**

Last Name ______________________________ Home Phone ____________________

**Counselor**

Last Name ______________________________

**About Your Textbook**

Book Number__________

Price of This Book (You are responsible if you lose it!) $______________

It is important that this information is accurate so that you are not charged at the end of the year for something you are not responsible for. Please be specific. Be sure to put your name and your teacher's name in the inside front cover of the book.

1. Condition of binding ______________________________
______________________________
2. Pencil marks on the following pages ______________________________
______________________________
3. Ink marks on the following pages ______________________________
______________________________
4. Following pages torn ______________________________
______________________________
5. Other (explain)______________________________
______________________________

# Informal Cooperative Learning

## Strategies

**Round Table**

One paper is rotated around the team as team members take turns writing responses to a question or a problem. Especially good for brainstorming or practice drill.

Procedure:

1. Students clear their desks of all papers, pencils and books.
2. Each team receives one piece of paper, and uses one writing utensil per team.
3. Teacher poses a question with multiple answers and sets time limits.
4. One student on the team is designated as the starter. When the teacher starts the time, the starter writes one response and passes the paper to the teammate on the left. That student writes another response then passes the paper to the left, and so on until the time is completed.
5. Some teachers allow a student to pass if they have no response. Other teachers allow "cueing" which means the teammates may verbally help a student who is stuck, however, the student must write their response.
6. There are several ways to "finish" Round Table.

- The team with the most correct responses could win. This is best used if Round Table is used frequently with the winning team acquiring a mark, a sticker or other accounting tool.
- Team responses could be shared by using Numbered Heads Together.

Suggested uses:

1. Write a pair of numbers that add up to 21.
2. Write adjectives that would be considered complimentary.
3. Write all the words you associate with statistics. Each group will be asked to share three of the words and explain them.
4. Use as practice for vocabulary words.

**Two-Box Induction**

The teacher creates a two-column display that distinguishes attributes of a particular concept, then teams work together to discover the concept.

Procedure:

1. The teacher displays a two-column (or box) chart that has one column labeled "Yes" and the second column labeled "No."
2. The teacher tells the students that the "Yes" column will contain items that are attributes of the concept while the "No" column will contain items that are "not the concept."
3. As an item is written in the appropriate column, each team huddles together to use the information to figure out what concept is represented by the "Yes" column.
4. The teacher allows time for the teams to discuss, then writes another item in the appropriate column. Teams huddle after each item is written to confirm their guess about that concept or to change their guess, based on the new information.
5. When some teams seem to have the concept, the teacher asks the teams to give an item that fits in to either column as additional hints for the other teams.
6. When all teams understand what concept is represented, ask the teams to write a definition for that concept.

This technique is good to get students thinking and processing information. It is not a form of assessment.

**Three-Step Interview**

This structure is useful when new groups are formed. Questions can be designed so students can become better acquainted. The structure involves three steps and works best in groups of four, but can be adapted to groups of different size.

# Informal Cooperative Learning (cont.)

Procedure:

1. The teacher places a series of questions on the chalkboard or overhead projector for each student to answer.
2. The students are in pairs and one interviews the other by asking questions presented by the teacher.
3. The students reverse rolls.
4. The students go to a round–robin activity (the oral form of a Round Table), each one sharing, in turn, with the team what they learned from their partner.

Three–Step Interview is useful for:

- Getting to know each other;
- Concept development; or
- For processing

**Numbered Heads Together**
This is a simple four–step structure which can be used with a class opener, to check homework daily, teach new material (direct instruction), as a part of guided practice, to keep students on task during time allowed to start homework or for a class close. Numbered Heads Together may be used for problem solving where group investigation of a problem is the common goal. All students in the team have input into the solution and each student must be individually accountable for understanding and explaining the method of solution arrived at by the team.

Procedure:

1. The students in each group number off from 1 to 4.
2. The teacher poses a question.
3. The students put their heads together. They discuss the question and agree on an answer. Each student should be able to explain the answer.
4. The teacher randomly generates a number from 1 to 4 (if 4 is the maximum group size) followed by a random number from 1 to x (where x is the number of groups in the class). It is important to call the student number first and then the group number.

To involve more students, Simultaneous Numbered Heads Together may be used. All the steps are the same except step 4. Now all the groups will reveal their answers at the same time. To do this, you could have them write their answer on 3"x5" cards (one per group), or use "white boards" with dry magic markers. When the teacher is ready, students hold up the boards at the same time.

**Think Share Listen Create**
This technique, sometimes called **Think Pair Share,** is a structure in which teammates first think about a question (or issue, situation, idea, etc.) individually. Then they share their answer with a partner and listen to the partner's answer, then together they create a new answer through discussion and elaboration.

Procedure:

1. Think individually.
2. Share your answer with a partner.
3. Listen to your partner explain his/her answer.
4. Together, create an answer that is acceptable to both.

This is particularly useful for activities involving all students during lecture.

# Tips for Involving Parents

According to a survey conducted by the Center for Social Organization of Schools and quoted in the August 1988 issue of the CABE Journal (Ideas for Involving Parents), teachers who actively and successfully promote parent participation frequently use the following methods:

- Ask the parents to read aloud to the child or listen to him/her read. This is a technique used most often by teachers.
- Ask the parents to sign a child's homework. Besides involving the parents, this also keeps them informed of their child's progress.
- Encourage parents to drill students on math and spelling.
- Suggest the parents help the child with workbook and homework lessons.
- Encourage parents to ask the child to discuss his/her school day activities.
- Suggest things at home that parents can use to teach their children. For example – alphabetizing books or spices on a shelf at home.
- Send home suggestions for games or group activities related to the student's schoolwork that can be played by parents and child.
- Invite parents to the classroom to watch how the student is taught. This helps the parents see how the teacher teaches and may give parents ideas on what they can do at home with their children.
- Encourage parents to take their children to the library regularly and frequently.

Quoted in Involving Parents in the Education of their Children, Thomas E. Hart, Oregon School Study Council, November, 1988.

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# Secondary Grading Policies

## Grading Policies and Classroom Guidelines

Classroom rules and guidelines are essential to communicating classroom expectations to students and their parents. Many teachers call this document their grading policy. Every student should receive a copy of this policy, and it is recommended that you have it signed by the parents so you know they have read the policy also. All guidelines should include the following:

1. Course Title
2. Teacher's Name
3. Course Description (This must conform to the course description in the school course description book.)
4. Grading Policy (Includes tests, participation, projects, homework, weighting of grades, final examination requirements, determination of final grades, etc. It may include the teacher's grading philosophy.)
5. Absences/Tardiness (Includes policies for both student absence and teacher absence, make-up work, etc.)
6. Behavioral Expectations (Includes details. The phrases "as discussed in class" or "See Student Handbook" may be used here.)
7. Information on times you are available for extra help or make-ups.
8. Information on the best way a parent can contact you.

*Every student should receive a copy of this policy . . .*

## Tips for any grading policy

- The grading policy should be neatly typed and easy for the student and the parent to understand.
- Do not make statements that are not supported by school policy or school district policy.
- Be very clear on how the final grade is determined.
- Grades should be based on performance, not behavior.

Examples of grading policies are on the following pages.

# Algebra I Grading Policy

**Course Description:**
Algebra introduces the technique of abstract reasoning in mathematics. Its major function is to make students aware of the far–reaching relationships that exist in mathematics. Course topics include the language of algebra, the solving of verbal problems, working with equations, radicals, factoring, inequalities, and quadratic equations.

Grading Policy:
The grade for each marking period is based on the points earned by a student in the following ways:

1. **Tests:** A test will be taken at the end of each chapter and will carry a 100 point value. If there is any talking during a test, a zero will be recorded.
2. **Quizzes:** These will usually be announced in advance and there will usually be two quizzes per week.
3. **Homework:** Homework is assigned every day and must be completed before the next class. This will be checked everyday and will be graded accordingly:
   x— all problems done
   /— 75% problems done
   0— less than 75% done
   All homework assignments for a marking period total 70 points.
4. **Computer Lab:** Periodically we will be going to the computer lab. Ten points will be given based on participation and gains made during the session.
5. **Final Exam:** An exam will be given at the end of the semester which will comprise 20% of the student's grade. If the student does not take the exam, he/she will fail the course.

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**Your grade on your report card will be figured cumulatively.** Grades will be averaged at the end of each marking period and a letter grade assigned based on the following scale:

| | |
|---|---|
| A | 100–93% |
| A– | 92–90% |
| B+ | 89–87% |
| B | 86–83% |
| B– | 82–80% |
| C+ | 79–77% |
| C | 76–73% |
| C– | 72–70% |
| D+ | 69–67% |
| D | 66–63% |
| D– | 62–60% |
| E | Below 60% |

A **Comprehensive Test** will be given twice per semester and each test will carry a 100 point value. The score will be used to replace a missed test, low test score, or low quiz average.

**Absence/Tardiness:** It is imperative that students be present in class because they are responsible for all class work. It is the student's responsibility to request the missed assignments. In cases of absences or tardiness the student is allowed to make up missed quizzes within two days of returning to school. If the work is not made up in the given time periods, a zero will be recorded. The Comprehensive Test will be the make–up for a missed test. **You are responsible! No one will do this for you.**

**Behavioral Expectations:**

1. Students are expected to be in their seats when the bell rings and they are to remain there until dismissed.
2. There is to be no eating or drinking in the classroom.
3. Book, paper, notebook and pencils are to be brought to class every day.
4. The students are to respect the rights of the other students at all times.

# Algebra I Grading Policy (cont.)

5. Do not write in textbooks or on desks. If you damage the book, you will be fined. If you write on the desk, you will come after school and wash the tops of all the desks in the room.
6. Any attempt at cheating will result in a zero and a parental contact will be made.
7. If there is a problem with behavior, the guidelines in the Student Handbook will be followed.

**Extra Help:** Extra help is available as follows.

1. From the teacher, after school by appointment.
2. From NHS, tutoring on Tuesdays after school.

**Phone Numbers:**

| | |
|---|---|
| House O | 746-8600 |
| Math | 746-8693 |
| House A | 746-8645 |
| House B | 746-8650 |

Every student in this class should have a scientific calculator. If possible, a TI82 graphing calculator.

**You are not given grades, you earn them!**

**Go for it and be all that you can be!**

Please read the grading policy completely and sign below. Then tear this portion off, on the dotted line, and return it to your teacher. Thank-you.

Parent signature:

Student signature:

Phone numbers and time you can be contacted:

Home Work

Comments/Questions:

# Symphonic Band Policy

**Course Description:** Symphonic Band is an advanced wind and percussion group with admittance subject to the director's approval (based upon individual music ability, citizenship, and basic instrumentation needs). Performances each year may include at least two concerts, individual participation in Solo & Ensemble festivals and various school activities.

**Grading Policies:** Symphonic Band is a performance-oriented class. All aspects of daily rehearsal and performance are included in a grade for the ten-week period. As discussed in class, making sure you have your instrument, equipment, music, putting it away when finished, playing the right notes, rhythms, correct musical style, playing by memory (when needed), and having the dedication and self-discipline to be a productive member of this ensemble are some of the data used to arrive at the ten-week grade. Class participation, tests, grades, and performances are treated equally in the ten-week mark. A final grade is determined by a final playing and/or written exam, and the cumulation of the two ten-week marking periods. Grades are not given before the distribution of report cards.

**Absence/Tardiness:** The absence and tardiness policy of Symphonic Band is the same as in the Student Handbook. Attendance at performances and extra rehearsals is mandatory. Extreme illness or a death in the family would be the only exceptions to this rule. A phone call or a note from your parent or guardian must be made or turned in on the return from your absence. In the case of the teacher's absence, the Drum Major will continue to rehearse the Band along with the substitute's guidance. A positive and productive rehearsal is expected, no matter what the situation is.

**Behavioral Expectations:** Students are expected to get their instruments and music and be seated one minute after the bell rings. The rehearsal materials are posted on the chalkboard. During announcements, this music is to be put in order to rehearse. Absolutely no candy, gum, food or drink is allowed in the Bandroom at any time. You are expected to bring a pencil to each rehearsal and mark corrections that are made in rehearsal. Music stands must be put away at the end of rehearsal.

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# Legal Information 1997-98

Provided by Legal Services, Oakland Schools

## The Revised School Code, MCL 380.1 et. seq.

**General Powers**
School districts have expressed powers, some of which are mandated (e.g., sexual harassment policy), others are permissive (e.g., use or acceptance of credit cards). Districts now also have general powers to do such things as educate students, provide for their safety and welfare, hire/fire employees and independent contractors, and enter into cooperative agreements. (§11a, 401a, 601a).

**Criminal History Check and Unprofessional Conduct Check**
New hires are subject to criminal history check (conditional employment) and unprofessional conduct check before hiring. (§1230b)

**Merit Pay** (not for teachers)
Districts may base compensation on job performance and accomplishments but must comply with collective bargaining agreements and the Michigan Constitution, Article XI, Section 6 which prohibits a merit system for teachers. (§1250)

**Length of School Year**
Scheduled to increase over the next 10 years (add one day per year beginning with the 1997-98 school year) from 180 to 190 days and 990 to 1140 hours. The increase is tied to the percentage growth in the base foundation allowance compared to the CPI. (§1284)

**Female Student Athletic Opportunities**
Female students must be permitted to try out for all interscholastic activities, even traditionally male contact sports, even if there is a girl's team for the sport. (§1289)

**Equal Access**
Student initiated groups must have access to school buildings, grades 7 and higher, where a limited open forum has been created (i.e., noncurriculum-related student groups have been allowed to meet on school property.) (§1299)

**Home Schooling**
Home schooled children are exempt from compulsory school attendance law (ages 6-16) if taught by parents in organized programs with reading, spelling, math, science, history, civics, literature, writing, and English grammar instruction, or, if the nonpublic school requirements are satisfied, i.e., a certified teacher provides instruction in subjects comparable to those public schools are required to provide. (§1561)

**Parental Rights**
Explicit statement in Code regarding the rights of parents to determine and direct the care, teaching, and education of their children. (§10) School districts must allow parents access to curriculum, textbooks, teaching materials, and the classroom. (§1137)

**Administering Medication**
Immunity from liability for administering medication to student in the presence of another adult or in an emergency. School must have parent's written permission and must comply with physician's instructions. (§1178)

**Teacher Certification and Substitute Teachers**
Districts can hire noncertified teachers in certain subject areas (math, science) (§1233b), out-of-state certified teachers. (§1531) Board can hire a person with 90 college credit hours as a substitute teacher. (§1233(6)) Substitute teachers must teach 150 days (out of 180 day school year) before they have the right of first refusal for the next job opening. (§1236)

**Core Curriculum**
Not mandated but accreditation, curriculum, MEAP, and High School Proficiency Test must be based on the State's recommended content standards. (§1278)

# Legal Information 1997-98 (cont.)

**Professional Development**
New teachers must receive 15 days of professional development in their first three years of teaching. (§1526) In addition, districts must provide one professional development day in 1997-98 and add one day per year for a total of five days by 2001-02. (§1527)

**Expulsion for Weapons, Arson, Criminal Sexual Conduct**
Student who possesses dangerous weapon or who commits arson or criminal sexual conduct in a school building or on school grounds must be permanently expelled, with some narrow exceptions. (§1311)

**Corporal Punishment**
School personnel, volunteers and independent contractors are prohibited from inflicting (or causing to be inflicted) corporal punishment upon a student. (Corporal punishment means the "deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline.") It does not include physical pain associated with athletic training. Reasonable force may be used for self-defense or defense of another, to prevent a student from harming self or another, to quell a disturbance that threatens physical injury, to disarm a student, and to protect property. (1312)

## Other acts & codes

**Teacher Tenure Act**, MCL 38.71 et. seq.
Provides for continuous tenure of certified teacher after serving probationary period.

**Public Employment Relations Act**, MCL 403.21 et seq.
Prohibits strikes by public employees. Also prohibits certain subjects from bargaining.

**Bullard-Plawecki Right to Know Act**, MCL 423.501 et seq.
Employees can review their personnel files. Can also be reviewed by others.

**Public School Employees Retirement Act**, MCL 38.1301 et seq.
Provides for a retirement system for public school employees.

**Governmental Immunity**, MCL 691.1401 et seq.
Provides for immunity for governmental bodies for liability for tort claims if that body was involved in a governmental function, with certain exceptions.

**Freedom of Information Act**, MCL 15.231 et seq.
Provides for public access to nonexempt public records upon request.

**Open Meetings Act**, MCL 15.261 et seq.
Meetings of decision–making bodies are open to the public. Contains notice and minutes requirements.

**Handicappers Civil Rights Act**, MCL 37.1101 et seq.
Provides for accommodations and opportunities for those with and those thought to have disabilities.

**Elliott–Larsen Civil Rights Act**, MCL 37.2101 et seq.
Prohibits discrimination based on race, religion, color, national origin, age, sex, height, weight, marital or family status. Does not prohibit discrimination on basis of sexual orientation.

**Child Protection Act**, MCL 722.621 et seq.
Teachers and other named school personnel who reasonably suspect child abuse or neglect are required to report it.

**Administration of CPR**, MCL 691.1504
Person who in good faith performs CPR is not liable for damages as long as there was no gross negligence or willful and wanton misconduct.

**Public Health Code**, in particular, MCL 333.9101 et seq.
Provides for personal health services such as school nurses, vaccinations, hearing and vision tests. MCL 333.12601 prohibits smoking in public places.

# Legal Information 1997-98 (cont.)

**Michigan Penal Code**, in particular—MCL 750.147b
Prohibits harassment on basis of race, national origin, religion, color, or gender. MCL 750.473 prohibits tobacco products on school property.

## Student records

**Family Educational Rights and Privacy Act** (FERPA), 20 USC §1232g
Federal law designed to protect the privacy of a student's education records.

**Bulletin 522**
Michigan Department of Education procedures for the disposition of most records created or maintained by local and intermediate school districts.

**Child Custody Act**, MCL 722.30
Schools may not deny parents access to their child's school records on the basis of custody and must provide notice of meetings regarding the child's education unless the parent is prohibited by court order from having such access or notice.

## Copyright

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